

A Survey of Social Education

in the  
District of Naira

(1951-52 to 1960-61)

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## I n t r o d u c t i o n

Social Education in India is of recent origin. Prior to 1949, this aspect of education was known as adult education. The origins of it lie in the programmes of adult literacy and adult education. If the movement exists to-day, it must be seen in the light of its past history. So below is given its brief historical background and how this movement passed through different phases and how it became deep-rooted in all states of India with uniform pattern.

### 1. Historical Review of Social Education:-

During the British period, the educational opportunities were confined to a small percentage of children of upper class families in urban areas. So there was a continuous rise in the number of illiterate adults. Britishers encouraged class education and absolutely neglected mass education. So India, due to her colonial status, had a very low percentage of literacy. It will be interesting to study in this connection how literacy has progressed in this country.

Year	Percentage of literacy
1881	3.5



Year	Percentage of literacy
1891	4.6
1901	5.3
1911	5.9
1921	7.3
1931	8.0
1941	12.2
1951	16.6

So this movement originated as a fight for eradication of illiteracy, prevalent in the huge section of the population of the country.

Before 1918, very few sporadic efforts were made in the progressive parts of the country like Bombay and Bengal.

Late lamented Hon'ble Gopal Krishna Gokhale- a founder member of the Servants of India Society said, "The primary purpose of mass education is to banish illiteracy from the land. The quality of education is a matter of importance but comes only after illiteracy has been banished." <sup>1.</sup>

The above paragraph shows the need of primary education. Primary Education Acts were

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1. J.L.Sabharwal. The Social Education Organiser.  
Page 4, Delhi School of Social  
work.



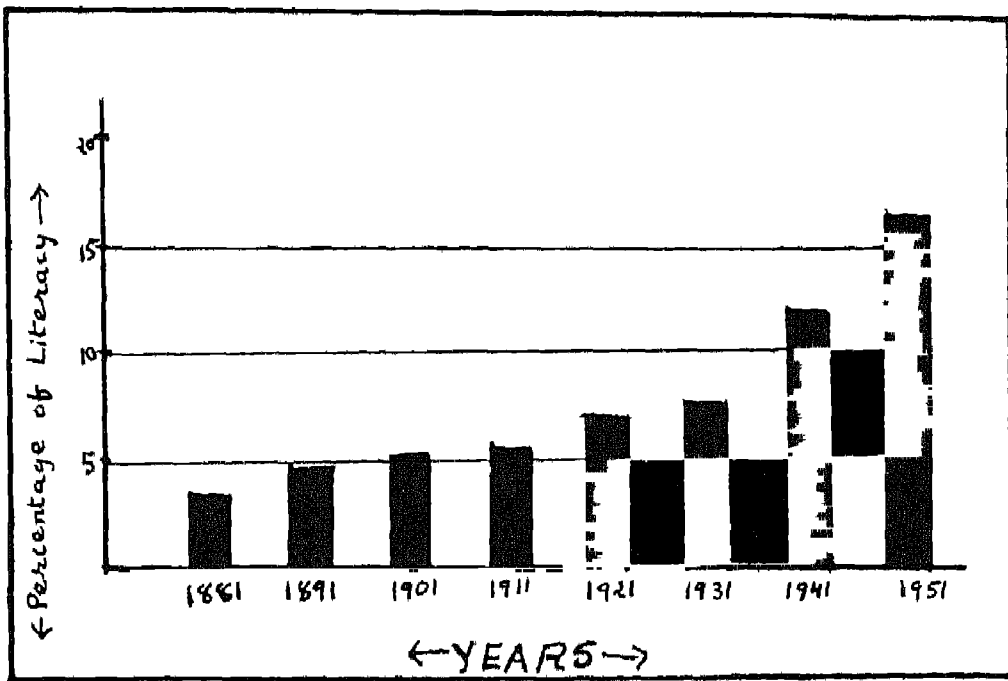


Fig. 1. Showing the progress of Literacy in India.

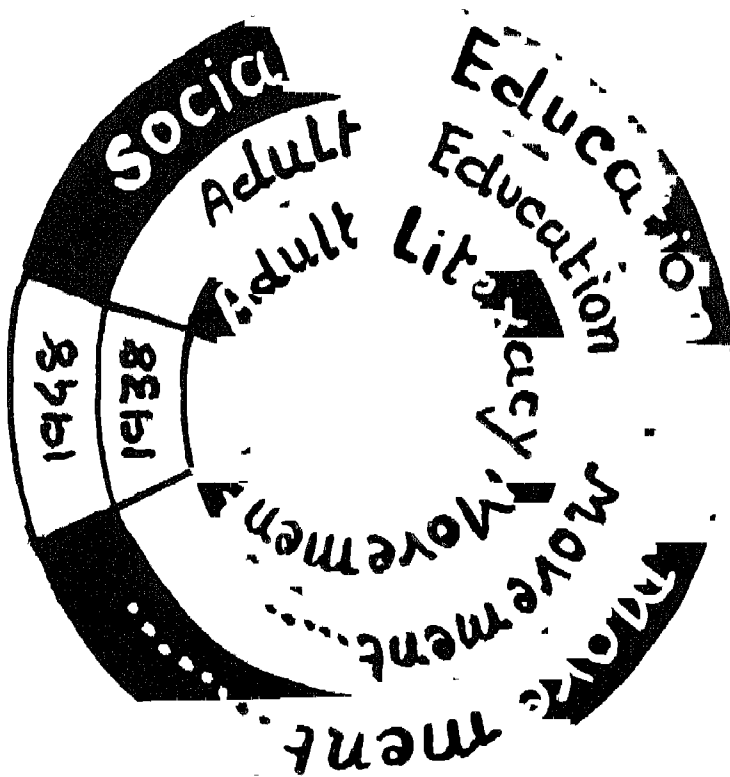


Fig. 2. Showing the origins of Social Education.



also passed but they were not successful. So there was a continuous rise in the number of illiterate adults.

The later history of Adult Education in India can be roughly divided into five periods. The rise and fall curve of Adult Education in India has been closely linked up with the national movement.

The first period: (1918-27)

With the rise of political consciousness and growth of trade unions and cooperatives, this period was of some progress.

The Second period: (1927-37)

This decade was a period of economic distress. So this movement received a set-back. The political and communal disturbances also had adverse effect on the movement. So this period was of decline in Adult Education movement. However, Bombay Province continued its efforts in this due to the support of Government and voluntary bodies.

Upto 1937, this adult literacy movement was organised mainly by voluntary organisations and there was almost no effort, from provincial or central Governments.

The Third Period: (1937-42)

With the advent of popular ministries in seven out of eleven provinces in India in the year 1937, this movement got a new life and adult education was, for the first time in the educational history of India, accepted as the responsibility of the Government and



the organised work was taken in hand.

In 1938, Adult Education committee, appointed by the central Advisory Board of Education, emphasized that, literacy was not the end of adult education, but only the beginning of it, leading to further education. It was stated that, adult education should also include education for health and good citizenship. So the new syllabus of adult education was not confined to mere literacy but included some civic education also.

Thus the emphasis changed from adult literacy to adult education.

The chairman of the above mentioned committee, Dr. Syed Mahmud said in his speech-" Gentlemen, we are assembled here to discuss the momentous question of educating the millions of our illiterate brethren. I need hardly emphasize the importance of adult education as a foundation on which must be based the development of the social, economic and political life of this ancient land of ours. As long as the masses remain steeped in illiteracy and ignorance, economic and social up-building of the nation will remain a pious dream. In Western countries, it aims at extending and expanding the minimum school education received by adults, but in our country, with her extremely low percentage of literacy and her backward socio-economic organisation, the objectives of



this movement should be: (1) to teach the illiterate adult the three R's and (2) to impart knowledge closely correlated to his working life and give him a grounding in citizenship." <sup>2</sup>.

Again due to high percentage of illiteracy, emphasis was placed on removal of illiteracy and it remained as literacy programme.

Central organisation namely the Indian Adult Education Association was founded in 1938 which still acts as a connecting link between agencies doing this work.

On the whole, this period was a bright period for adult education in India.

The Grant-in aid Rules for the adult education were framed in 1938-39. The entire expenditure of the scheme formed a part of the provincial budget.

#### The Fourth Period: (1942-46)

In contrast to the previous period, this period was of a great deterioration in adult education. It received a tremendous set-back with the out-break of world War II and subsequent resignations of Congress Ministries. Expenditure on education was cut down in all the provinces. The movement also suffered due to the Quit India movement of 1942.

#### The Fifth Period: (1946 onwards)

In 1946, the National Government came into power at the centre and in the provinces and adult

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<sup>2</sup>•Nurullah & Naik. A student's History of Education.  
Page 342.



The central Advisory Board of education set up a sub-committee in January 1948 to make recommendations on the subject of Adult Education under the chairmanship of Shri Mohanlal Saxena. The Saxena report was finalised in June 1948 and adopted by the C.A.B. of Education in their fifth meeting held at Allahabad in January 1949 and Adult Education came to be known as Social Education.

Now the emphasis changed from adult education to social education- a term coined to emphasize not merely literacy, but the education of "whole personality" for effective social living. This change in the nomenclature also changed the content of adult education and it was broadened.

Attempts were made to organise libraries to support social education. In the production of suitable literature for neo-literates, valuable work has been done by the Mysore State Adult Education Council, Idara-Talime-O-Taraqqmi Jamia Millia, Indian Adult Education Association, literacy House- Lucknow etc.

In the field of Audio-visual aids, the National Board of Audio Visual Education was formed to help the Government and other organisations. All India Radio with its special programmes has been rendering valuable service in this field.

Thus the Social Education movement became deep-rooted in all states of India with uniform pattern after independence. The movement was extended on a scale



larger than that attempted at any earlier periods.

After attaining freedom from the foreign rule, we had to carry on the war to liberate our country from poverty, diseases, ignorance and illiteracy. For that the community Development programme was launched in India.

With the dawn of the scheme of community projects in 1952, it brought a new exciting life, for the social education. It provided a concrete shape for the concept of social education which not only removes illiteracy but also becomes the instrument to change the mind, life and habits of people and became an integral part of this scheme.

In the history of social education movement, which extends at least to fifty years, the last period is perhaps the significant. Not only the movement spreads out but its concept is much wider than it has even been.

## 2. Background of the problem:

Social education, as it includes in its programme, eradication of illiteracy as one of its aspects was an urgent matter for our country even prior to India becoming an independent nation. But after the independence and more specially after we adopted for our country a democratic constitution based on adult franchise in the year 1950, educating our masses through social education became a very urgent matter. Our goal is to create a democratic welfare state in our country. For this to be possible



The bulk of our population will consist of ill-  
literate citizens. Though there is universal equal-  
ity education for children, they will have time to  
grow up and in the meantime events will not wait.  
As the deficiencies created by the past lack of  
educational facilities are to be removed by social  
education. The education of the lower is important  
for the future welfare state, education of adults  
is very necessary for the very existence of democracy.  
It is now to be applied to the present generation also.

India which is the biggest democracy in the  
world, has employed democratic methods to achieve the  
goal of self-sufficiency in food, maximize its indust-  
rial production, liquidate illiteracy, to eradicate  
disease and to make available to every citizen of  
India the basic necessities of life such as food,  
clothing, shelter and education. For this National  
Reconstruction, in our country community develop-  
ment Programme was launched in 1952. Social educa-  
tion forms an important place in it and became an  
integral part of this scheme. So our Five Year Plans  
gave great fillip to this movement.

Thus social education is a matter of great  
urgency for our nation. Schemes of Social Education  
programmes have been framed and launched by every  
state. The Central Government has been taking interest  
in this movement. Bombay state has also taken up with



great enthusiasm and zeal the work of tackling this urgent problem. In 1948, the scheme of adult education was revised to make it more comprehensive and broad based to meet the new demands in new circumstances and it was thereafter designated as social education movement.

On 1st May 1960, Gujarat State came into existence from Old Bombay state. In Gujarat State, the work of social education is being done on the same pattern as of old Bombay state.

### 3. Problem of Investigation:

Looking to the urgency of the problem of social education, it is necessary that, we should review from time to time, the work of social education that is being done and compare our achievements with the goal before us.

#### (a) The problem itself:

The problem of investigation is a survey of social education in the district of Kaira.

The problem is limited to survey the social education in the district of Kaira from 1951-52 to 1960-61. It is also limited to measure the quantitative progress made in this field.

People are misled to a wrong concept of social education, so an attempt is also made in this study to explain the concept of social education and its needs, the objectives of it, its



administration and organisation and its content and activities also. The intention is to help the readers to make correct grasp of details of social education.

(b) Its need:

In this dissertation, an humble attempt is made:

- (i) to study how the social education work was being done during the last decade,
- (ii) to evaluate the quantitative progress made in this field,
- (iii) to see whether we are keeping a satisfactory pace,
- (iv) to determine the factors that are hindering the progress,
- (v) to compare the work done in this field by Regional Social Education Committee through Education Department and Development Blocks.

So the present study is a modest attempt to present various types of informations regarding social education and it will be of some help to educationists or others interested in this field.









## Chapter I

### Methodology of the Investigation.

#### Introduction:-

Before embarking upon the investigation, the most important problem that faces us is that of method. The method that one adopts to study a particular problem, determines in a larger measure, the results obtained. So the suitability of the method to be used in a particular study is of the utmost importance and must be determined in the first instance. So in this chapter, the method and techniques adopted in the present investigation are briefly discussed.

#### A.

##### Research Method:

There are generally 4 research methods as under:-

1. Historial Method.
2. Normative-Survey Method.
3. Experimental Method.
4. Comparative or Correlation or Genetic or case Method.

We have to deal with social education work from 1951-52 to 1960-61 in Kaira District, so out of these research methods, Normative-Survey method



was used in the present investigation. It is also called a descriptive method.

The word 'Survey' indicates the gathering of data regarding current conditions of social education. The word 'normative' is used because surveys are frequently made for the purpose of ascertaining what is the normal condition or practice of social education in Kaira District.

B.

Techniques used to collect data:

The following techniques were used for the collection of data in this investigation are as mentioned below:-

1. Questionnaire.
2. Interviewing.
3. Documentary evidences- Records and Reports published.

1. Questionnaire:

A questionnaire is a form which is prepared and distributed for the purpose of securing responses to certain inquiry. So the term 'questionnaire' applies to forms, distributed through the mails to informants to be filled in without the assistance or supervision of the investigator.

The investigator has to survey the social education work done by two agencies; i.e. (i) Regional Social Education Committee through Education Depart-



ment, and (ii) Development Blocks. The data of the work of the former agency were collected from records of Educational Inspector's office- Nadiad, and reports published by the above committee.

Social education is an integral part of the community Development Programme. At block level, there is a pair of social education organisers who are responsible for social education work in block-areas. Social Education Organiser also prepares annual report of social education work but many informations with reference to the personnel, their training, expenditure etc. are not mentioned in it.

Therefore, a special questionnaire was constructed to collate the data of all types of institutions and activities of social education in block-areas of Kaira District. This was done with a view to getting full details of the work under investigation. This may even enable the officers in charge to refer to their records and files and thus do justice to the questionnaires issued to them.

#### Construction of Questionnaire:

##### Pre-construction stage:

Before constructing the questionnaire, the investigator acquainted himself with the theory, the concept, the institutions and the programme of



social education from the following literature:-

1. Teachers' Handbook of social education, Ministry of Education, Government of India, 1955.
2. Community Development in India, B.Mukerji, I.C.S., 1961.
3. Manual on social education, Community projects Administration, Government of India, 1955.
4. Manual on community Development volume I, Government of Bombay, 1959.
5. The social education organiser, J.I.Sabharwal, 1960, Delhi School of Social work.
6. Social Education in India, Sohan Singh, 1952, 1956, Ministry of Education, Government of India.
7. All India Report of social education for 1947-51, Ministry of Education, Government of India.

The above mentioned literature helped a good deal in concentrating upon a few important items that could be included in the questionnaire.

In order to acquaint with the administrative organisational aspect of social education in block-areas, the investigator visited the following in person:

1. The Social Education Organisers of Anand and Nadiad Blocks.
2. The Director of Social Education Organisers' Training Centre, Samiala near Baroda.



The following features were kept in view while framing the questionnaire:

1. Wording of question,
2. Omission of trivial question,
3. Proper relationship of questions and items with the problem under investigation,
4. Use of technical terms in it,
5. Enough spaces for clear and legible entries and
6. Proper arrangement of columns and rows.

A questionnaire was then divided into two forms- Form A and Form F.

Form A:

Form A of the questionnaire was informational blank.<sup>1.</sup>

Form A of questionnaire includes the following items:

1. Number of social education organisers and their training,
2. Number of social education classes organised,
3. Number of adults on roll,
4. Number of adults passing the tests with sub-columns of male and female
5. Number of cultural and recreational programmes arranged,
6. Number of youth clubs established,
7. Number of mahila mandals established,

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1. See appendix No.2.



8. Number of farmers' clubs established,
9. Number of bhajan mandals established,
10. Number of village libraries organised,
11. Number of training camps and shibirs organised,
12. Number of training courses organised for teachers conducting the classes of social education,
13. Number of community centres organised,
14. Number of radio sets installed,
15. Number of circulating libraries,
16. Number of exhibitions organised,
17. Number of Gram Sevaks and Gram Sevikas with sub-headings like trained, untrained and total.
18. Total expenditure on social education work.

The row lines were drawn for different years. So columns and rows created cells which were filled in by the Social Education Organisers of the Development Blocks of Kaira District.

Form B:

Form B of the questionnaire was constructed to study the work-load of the social education organiser.<sup>2</sup>

1. First item was about to know whether the social education organiser was male or female.

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2. See Appendix No.2.



2. The second item was about to know whether the Social Education Organiser was trained or not.
3. The third item was concerned with the percentage of his job time spent on field duties, office duties and meetings.
4. The fourth item was constructed to know the number of villages in his or her charge.
5. The fifth item was constructed to know the population of persons in his or her charge.
6. The sixth item was constructed to know the area of villages in his or her charge.
7. The seventh item was concerned with the participation of the Social education ~~was~~ organiser in village social, cultural and recreational activities. The Social education organiser had to tick only in one appropriate column.
8. The eight item was related to the number of night-halts, the Social education organiser made in villages for social education programme.

Then the questionnaires were mailed with covering letter to the Social education organisers through Block Development Officers of Six Development Blocks of this district by registered letters. One Block Development Officer refused to give the data. So special permission was obtained from the Collector of Kaira District by a



letter and the Collector informed all the Block Development Officers to cooperate in this educational survey work. Then all the Social education organisers responded to questionnaires.

Sample:

The subjects for administering the questionnaire were the social education organisers of Nadiad, Ahmedabad, Kapadvanj, Balasinor, Anand and Thasara Blocks. One of the post of Social education organiser at Anand Block was vacant so there were 11 Social education organisers in the year 1961-62 and all the Social education organisers responded to it.

## 2. Interviewing:

A conversation directed to definite purpose other than satisfaction in the meeting itself is called an interview. It is a face-to-face meeting. The type of interview applied in present investigation was the informational interview. For the successful interviewing, the interviewer used a schedule.

Schedule is the name usually applied to a set of questions which are asked and filled in by an interviewer in face-to-face situation with another person. Before constructing the schedule, the first problem was to know, what information was required.

So a schedule<sup>3</sup> was constructed for inquiring about the types of activities organised by yuvak mandals, mahila mandals, farmers' clubs, bhajan mandals, types of

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3. See appendix No.2.



activities organised at community centres, types of film shows shown, types of cultural and recreational activities organised, types of social service activities organised, types of exhibitions organised, participation of people in the programme, difficulties that retard the progress etc. etc.

Then the interview was held with the Social education organisers of this district by pre-arranging date. The interview is fruitful when the subject feels free to participate. So fixing of time and date of interview was important. Before interviewing, the cooperative attitude was developed by brief introductory remarks and the subjects felt that their cooperation was worthwhile.

After establishing the rapport, the interviewer asked the questions to the subjects from the schedule and the responses were recorded by the investigator. Some additional informations were also collected during the interview.

The interview was brief enough not to tire or irritate the subject. The interviewer checked the record before he left the presence of the subject. This may prove a time-saver and may avoid the necessity of return visits.

### 3. Documentary Evidences:

The third technique used in the present investigation was documentary evidences. This technique deals



with the records which already exist. It was used for measuring quantitative progress of social education.. The data of village libraries, their grants, training of primary teachers conducting social education classes and its expenditure, organisation of community centres and the grants paid, the number of cultural programmes organised etc. were collected from the records of Educational Inspector's office, Nadiad. The data of social education classes, the number of adults on roll, the number of adults passing the tests and the grant paid, were collected from three reports published by Regional Social Education Committee, for the year 1948 to 1951, 1951 to 1955, 1955 to 1958 and the data of the remaining years were collected personally from the office of the Regional Social Education Committee, Surat.

C.        Tabulation and Graphing:

After the returns of the questionnaires, the data were tabulated and presented in tabular forms for different aspects of social education. The data of both the agencies were tabulated into different tables so that we might compare the work of both the agencies..

In the case of the data supplied by the Blocks, the column lines were drawn for different years and the row lines were drawn for different Blocks of this district so cells were created and the figures were put in appropriate cells. Columns showed the quanti-



tative progress made in different years while rows showed the quantitative progress made in different Blocks. In the lower corner of the right hand side of the table, the total number was put, which indicated the total number of different aspects of social education.

In the case of studying the work-load of the Social education Organiser, the data were tabulated and average percentage of his or her job-time spent on field duties, office duties and meetings etc was calculated. The average number of villages, population and area of villages in his or her charge were also calculated. The average number of night-halts, made by the Social education organisers were also found.

After the tabulation of data, it was interpreted and observations were made. The work of both the agencies was compared in several aspects of social education, i.e. the number of classes and adults passing the tests, village libraries, community centres etc.

A few graphs were also used to present the tabular data in visual forms. Some photographs showing the social education activities, were also put in the body chapter.

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D. General plan of Dissertation:

Here it is given in a nut-shell, the contents of each of the chapters which unfold the plan of the Dissertation.

The first chapter is devoted to the methodology of research and the techniques used in collecting the data in the investigation.

The second chapter is devoted to social education-its meaning, specifications and need.

In the third chapter, the objectives of social education are discussed.

In the fourth chapter, the administration and organisation of social education at different levels-from National to village- is discussed.

In the fifth chapter, the contents of social education and its activities are discussed.

In the sixth chapter, it is given the survey account of social education work in Kaira District. This is a body chapter and various aspects are given as under:-

- I. A very brief history of this movement in this district,
- II. The present agencies doing social education work in it ,
- III. Growth of social education work during the decade of 1951-52 to 1960-61, survey of various tools of social education, presentation of data in tabular forms,



graphs, discussions of the data under different headings,

IV. The personnel of social education and their training,

V. The work-load of the social education organiser etc.

So this chapter gives a detailed account of this movement in Kaira District.

The seventh chapter is the final chapter ~~with~~ which includes observations made from the data, suggestions which are likely to help the movement and conclusion and evaluation of this movement.

At the end of the dissertation, bibliography and appendices are given.

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## Chapter II

### Social Education Meaning, Specifications and Need

#### Introduction:

As we know that education is a lifelong process, i.e. from cradle to grave. So education cannot and should not stop when a person arrives at some prescribed age. Hence education is necessary for adults who are members of the societies.

In this chapter, meanings of social education and adult education, their comparisons, place of literacy in social education and its need are briefly discussed.

#### 1. Social Education:

After independence, new problems were created in India viz. democratic constitution, ideal of welfare state, adult franchise etc. Before independence, adult education was merely a literacy programme. After independence, the new concept of social education evolved from adult education to meet the felt needs of the adults.

#### Definition:

The term social education may be defined as an educational process which trains people of both sexes in:-



- (i) Elementary knowledge and vocation,
- (ii) Reading and writing,
- (iii) Citizenship,
- (iv) Production of social solidarity, and,
- (v) Common sense and common knowledge.

Due to these, they may be able to adapt themselves to social life. Thus social education is not merely to impart literacy or three R's, but is "an education for the complete man". Social education was defined by the late Maulana Abdul Kalam Azad, while delivering the inaugural address at the UNESCO Seminar on Rural Adult Education for community Action, at Mysore, "as the education for the complete man. It will give him literacy so that the knowledge of the world may become accessible to him. It will teach him how to harmonise himself with his environment and make the best of the physical conditions in which he subsists. It is intended to teach him the rudiments of hygiene, both for the individual and the community, so that our democratic life may be healthy and prosperous. Last but not the least, this education should give him training in citizenship, so that he obtains some insight into the affairs of the world and can help his Government to take decisions which will make for peace and progress." 1.

Social education in India bears family resemblance to what is known in different countries as adult education,

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1. J.L.Sabharwal. The Social Education organiser 1960.P.8.



Basic education, civic education, community education and also fundamental education- the names coined by UNESCO.

## 2. Adult Education:

The new concept of social education was evolved from the term adult education. So let us see what the terms adult and adult education mean.

The age of the adult depends of course to a great extent, upon the laws governing the education of the children and the young people in the country concerned. So the definitions of adults vary from nation to nation.

### Definitions of an adult:

In U.S.A. an adult is defined as a person of approximately twenty years of age and older while in England, the persons above the age of eighteen are considered as adults..

In Indian states, where compulsory education is provided upto the age of eleven, fourteen may be taken as the age of adulthood. So an adult means a person of 14 years and above that age.

### Definition of Adult Education:

The term primary and secondary education have the same meaning everywhere where as in the case of Adult education, it is defined in different ways by different writers in different countries.

So the term adult education may be defined very broadly so as to include all instructions formal or



informal under the following conditions:-

- 1) that the student or educand has reached the age of adulthood according to the concept accepted by his country,
- 2) that he takes to education as a minor pursuit and,
- 3) that he follows the activity on a voluntary basis.

In western countries adult education was the continuation of education already given in elementary schools and spread of culture. It had also vocational aspect. But in India, due to high percentage of illiteracy, emphasis was placed on the removal of illiteracy and all efforts were concentrated on literacy in adult education though it was broadened in 1938 by popular, Ministries in the provinces. Thus it was only a literary programme.

### 3. Comparision of Adult Education and social Education:

The following points will give a clear idea bout adult education and social education:-

- 1) Adult education was meant for adults while social education is meant for all persons of all ages.
- 2) In adult education there was no provision for crafts while in social education there is provision for it.
- 3) Adult education emphasized formal teaching of three R's while social education empha-



-sises social, moral and cultural aspects also.

- 4) Adult education was less expensive while social education is more expensive.
- 5) For Adult education a small number of personnel was enough, while for social education a large number of personnel is required.
- 6) The progress of adult education could be measured by the number of adults made literate, while the progress of social education cannot be exactly measured.
- 7) Programme of adult education was meant for illiterate adults while programme of social education is meant for educated people also.
- 8) In adult education the basic needs of people were neglected while in social education they are considered.

#### 4. Place of literacy in Social Education:

Mahatma Gandhi's view:- Literacy is neither the end of education nor even the beginning. It is only one of the means where by man and women can be educated.

After attaining independence, new orientation to adult education was given by social education. Before independence, adult education was all literacy- nothing but literacy work. In the new concept of social education, literacy is one of its part.

The first National Seminar, sponsored by Indian



Adult Education Association, was held at Jabalpur in December 1950, considered this important question of proper place of literacy in any scheme of social Education. It was decided that social education was not confined to literacy, still literacy was to be an integral part of social education. Social education does not begin with literacy nor end with it. The importance of literacy cannot be minimised because the progress of the country depends upon literacy percentage. The seminar pointed out that literacy should not be divorced from social education work.

Article 4K, of our constitution is universal free and compulsory education for all children between the ages of 6 to 11 years. The principle of compulsory elementary education had not succeeded in finding effective application as the following table shows:-

Table No.I

Showing the number and percentage of pupils of age group 6 to 11 in schools:

Age Group	Year	N.	P.
6-11	1950-51	192	42.7
	1955-56	252	51.0
	1960-61	330	60.0

N. Number of pupils in lakhs.

P. Percentage of pupils in schools. Education  
(2. From-Ministry of Education, Quarterly, Winter, 1960)

At the end of first plan, 51 percent and at the



end of second plan, 60 percent of the age group 6 to 11 years joined the schools. So others were thrown upon societies as unlettered. Wastage in primary Education was also there.

So many children of to-day and adults who had no education in past are illiterates. These illiterates are suffering from linguistic disabilities.

As the nation took over control of primary education, the need of literacy programme is likely to disappear in a long future and not now.

Hence literacy programme deserves an important place in social education programme. Eradication of illiteracy is not the only function of it though it is one of its very important functions. The illiteracy rate is also an index of poverty and low standard of living. So promotion of literacy requires no special pleading. Literacy is the foundation on which the structure of education is built. Without literacy, we cannot progress. In a democratic society, people should be able to discriminate between the truth and falsehood, good or bad. Literates can make out what to read and what not to read, while illiterates have to accept informations which are given to them and can easily fall prey to propaganda.

Considering the above points, literacy movement can neither be minimised nor be eliminated from the social education movement. It should be the nucleus of it.



5. Need of Social Education:

By high percentage of illiteracy, i.e. 83.4 according to 1961 census, it is really impossible to achieve social, economical or political progress.

Most of the reforms passed in various parts of the country have not succeeded as expected, because the people for whom these reforms were meant could not understand and appreciate their significance. We have elections. Most of us have doubt about the honesty and impartiality of elections. People do not realise the importance of a 'vote' and their political power. As a larger section of the voters is illiterate, they are easily carried away by slogans and propaganda during elections.

So now questions arise as to how we can make our infant democracy successful how we can raise our standard of culture and education under such circumstances and how we can change social attitude towards the new scientific means used for community uplift. The country is committed to a socialist pattern of society. How can we bring this social change? Though there is compulsory education for the children of age group 6 to 11 years, millions of boys and girls at this age group are thrust upon societies as illiterates. There is a problem as how to educate them. When the world is changing rapidly due to many scientific inventions, how can we adjust with such changing world?



The only solution of all these questions seems to be adult education in its broad concept i.e. social education. Well planned social education is the only effective instrument. Social education will not only help the individuals to develop themselves physically, mentally and morally but the standard of society will rise bringing out unity, culture, peace and happiness.

The strength and stability of a Democratic Government depends upon the force of its enlightened public opinion. The success of democracy depends on real education of its citizens. So it is, therefore, necessary that the people who are to exercise their franchise should be given adequate education.

As we know that an adult is the chief unit of a society and the advancement of a family depends upon him. So the education of illiterates of this country has become necessary otherwise our plans will not bear good fruits.

In villages, people were sunk in ignorance and superstition, their knowledge about health, hygiene and education were limited, their outlook and attitude towards life were medieval and their standards of living were extremely poor. Such conditions were present when we achieved independence.

The benefits of scientific discoveries and inventions are not available to the villagers. To



bring about all these changes, social education is very much necessary for the community uplift.

The education of children is important for the future welfare state while education of adults is very much necessary for the existence of the infant democracy. The deficiencies created by the past lack of educational facilities can be overcome by social education.

Social education also acts as a vital link between the maker of all national plans, namely the Government and the vast population spread over the country for whom plans are meant.

Life has three general aspects- work, rest and recreation. Work must be systematic, planned and pleasant. Rest must be undisturbed and adequate. Recreation must be used not only for joy but also for improving one's self.

Social education cannot much probe into work periods except for providing technical instructions. For the rest period, social education will aim at providing adequate rest by advocating good health, nutrition and hygiene. For the period of recreation, it can play an important role by providing constructive programmes for recreation.

The ideals of welfare state, successful democratic order, schemes of social and economic development, depend on real education of its citizens, the



seeds of which are found in social education.



### Chapter III

#### The Objectives of Social Education

##### Introduction:

After the attainment of independence, the people were confronted with new problems and difficulties and new social and moral urgencies. So the new concept of social education evolved from the term adult education as the means of equipping the Indian people to play their part in democratic social order worthily.

According to modern trend of objective-centred teaching, social education which is an educational movement, has its own objectives.

Now the purposes of adult education in any country must be related to the conditions and tendencies of existing societies at that time. Now the fundamental purposes of social education in Bharat proceed from the principles of the building socialism, and ideal of welfare state and democratic order. So in this chapter, the objectives of it are briefly discussed.

##### Social Education- Its Implications:

The term social education can be interpreted



as under:-

- 1) Education of an individual with purely social objectives.
- 2) Education of an individual to enable him to develop fully his potentialities in all respects.

In the first interpretation, society is more important and the education of an individual is to be organised in the interest of the society or the state . The interest of the state is more important than that of an individual. Naturally therefore such interpretation can be possible only in totalitarian countries and hence it will not be suitable in our country.

The second interpretation in its extreme form gives all importance to individuals constituting the society or the state. Here the objective will be to give free scope and provide all opportunities for the full development of all potentialities and capacities of every individual. But this will be practically impossible even for the richest country as making provision for various aptitudes and varied potentialities of all citizens of the state.

So we have to select synthetic approach. Thus we aim at both the things by social education:-

- 1) Providing the fullest possible scope for every individual for self-realization, and,
- 2) At the same time, make every individual willingly to contribute for the uplift of the society at



large i.e. the state.

Thus the objectives of social education in our country can be analysed as (A) those that aim at individual development and (B) those that also aim at the welfare of the society and the state ~~xxxx~~(community). Of course, the two will overlap at many times.

A. Objectives of social education, from the view point of individual development:-

1. Remedial Education:

By this term, is meant providing opportunities to adults to take education as they did not have in childhood. So the spread of literacy among the grown-up illiterates is one of the main objectives. An illiterate democracy is a danger not only to itself, but to the world. As India has ~~xxxx~~ adopted a democratic way of life, it is thus necessary to eradicate illiteracy among the adults. So by this objective, the deficiencies created by the past lack of educational facilities can be overcome. Literacy is the main instrument in these days for expressing one's self as well as for assimilating the information and knowledge necessary for an individual's progress in his economic, social and civic aspects. So percentage of literacy of the country has to-day become a measure of the awakening and intelligence of the citizens of the country.



2. Health Education including knowledge of rules of Hygiene:

Every individual should know that health is not a just gift from God; but it has to be achieved and maintained by observation of specific principles about balanced diet and guarding ourselves and family from various kinds of infectious diseases spread in various ways. He should also know the simple and general methods of combating ill-health. Every parent should know how to maintain child health also. In addition to this, every individual should understand the importance of personal hygiene and social hygiene too, so that he may not be a nuisance to the society.

3. To develop social skill:

Man is a social being and as such he has to live first as a member of family, then as a citizen of a town, city or village and then as a citizen of a state as well. So he has to adjust himself with other members of the above mentioned institutions and mould his mode of living in such way that he himself gets happiness from them and he himself becomes a source of happiness to other fellow-beings and thus becomes an active element of a harmonious society. So to develop social skill among the individuals is also the objective



of it.

4. Vocational objective:

Men working in farms and factories, shops and offices require and should be provided with education which could not only enable them to do their work efficiently but enable them to derive joy from their work. The standard of national efficiency of production can never be raised unless the masses enjoy the work in which they are engaged and know how to do it more efficiently. Our farmers are illiterate and ignorant. They are following the old-dated methods of cultivation. So social education should teach them how to produce more food grains.

So this objective of it is the economic one, where the adult seeks to improve his present technique, to acquire a new one and to develop his earning capacity.

Teaching of some minor occupations and handicrafts were included in the programme of social education.

It is also the business of social education to bring down to the individuals the benefits of new knowledge that is being continually created in laboratories and research centres. Thus social education serves as smooth and effective channel between research centres and the homes



and hamlets in which common people live.

5. Recreational objective:

In past the leisure was the privilege of a few. Due to Industrial Revolution, leisure is within the reach of all, but many do not know how to use it. So this objective is closely linked up with the problem of leisure. If we ~~xxx~~ do not provide facilities, the individual may turn out as a social evil. Hence suitable recreational activity has to be provided to him for healthy use of his leisure hours. The mental tensions which modern organisations of work create have to be counter-balanced by relaxation and proper recreation in order to preserve the mental health of the people.

6. To create an educated mind:

This objective means to create an educated mind among the people. Even to-day, there are areas in the world with high literacy but as regards the culture of the people, it falls short of what is desirable and possible. Every individual has to be made conscious of the fact that cultural and moral values are also important. So social education will illuminate the minds of the people. So it provides different cultural activities.



B. Objectives from the view point of the society and the state:

Individuals constitute the elements of society and hence their development from the individual view points is important. But we know that a man achieves higher standard of life through society or social groups. Social education thus furnishes the true perspective in which the individual has to see the 'why' and 'what for' of all his efforts. It places before the people the needs and problems of various groups. It teaches them the ways of thinking and solving the common problems in groups.

1. Promotion of social cohesion:

Our country being very vast and extensive, various groups are existing on the basis of religion, language and profession. So it is necessary not only to remove prejudices amongst groups, but also to check the growing aloofness among individuals and individuals and also among groups and groups. Someone has aptly described this aloofness as 'solitude'. Such solitudes exist between linguistic groups, religious groups, rural and urban groups, the educated and un-educated, capitalist and labourer, and the rich and the poor.



It is the purpose of social education to reduce these solitudes as far as possible and to create common bonds and a common culture in which all national elements can participate.

2. Conservation and development of National Resources:

Every citizen should know full well what the country's resources are- material and human. So social education should teach the people to view the 'Gift of India's Geography' and human stock as resources from which to build up a worthy standard of life for all the people in the land.

a. Material Resources:

One of the most formidable tasks facing backward nations is that of conservation and development of their natural resources. In India, we are faced with the deterioration of our soil and forest resources which is assuming devastating proportions in some areas. So every citizen should know these evils and should know how to contribute his bit for the preservation and development of these resources. We have a large number of rivers. We are depending on rain for agricultural crops. Now we should utilize these rivers for agricultural purposes and for producing electric power.



b. Human Resources:

Much more important are the human resources. It is the business of our schools and institutions of higher education to develop these human resources. But a majority of the people had not acquired literacy and basic skills. So social education has to take up the responsibility of imparting basic skills like literacy and productive skills to our people. It is also the business of social education to awaken in the people an appreciation of the significance of the country's Five Year Plans and to enthuse them for the participation in it. This vast human resource should be utilised for community uplift through community action.

3. Building cooperative groups and institutions:  
Interdependence and complexity of modern life demand organised action by groups. So social education has to lead on to teach people the skills which are necessary for building up groups qualified and willing to use these resources for the good of all. These skills comprise collective study of the problems facing the groups and collective and cooperative action for solving them and also a collective evaluation of the



results of these actions. By this way, new modes of common thinking, common action, mutual sharing are developed for community uplift. Another implied objective in this, is also of training for leadership which is the raw material for democracy. The above said groups provide the field for training of leaders who later on can lead the bigger groups of nation for more important and mighty tasks facing the country.

4. Inculcating Social Ideology:

The country is committed to a socialist pattern of society. To bring about this change, we have to do many things in many spheres. So one of the most important objective is to prepare the people to subordinate their private welfare to the welfare of their group, their community and their country and to do this joyfully. The attitude is graphically expressed in the famous words of an Englishman " who dies if England lives, who lives if England dies?".

This is not a matter of mere sentiment. It means widening the horizon of man's mind to see his own existence as a part of a bigger existence.

5. Citizenship training:

India is a democratic nation. The success of a democratic Government depends upon the public opinion and on real education of its citizens.

This is how we are urgently required to "Educate



our masters" through social education. A great deal of emphasis has been placed on making the citizens conscious of his rights and duties and also of the meaning and value of vote.

6. International understanding:

The advance of science has vastly expanded the horizons of our experience by converting the whole world into one family due to communication. So to-day, in this modern world, international understanding is more necessary because of close contacts between different peoples of different out-looks and traditions of different countries. So a special emphasis is placed on international understanding and on human brotherhood.

Here it will be interesting to put the extracts from the world conference on adult education:

The world conference on adult education, which met in Montreal, Canada, in August 1960, dealt in one of its commission with the role and content of adult education. Here are the extracts from the report of the commission:<sup>1</sup>.

The task of adult education in the face of rapid changes which the world is undergoing to-day is primarily to see (1) that the best in the traditional culture of each country should be preserved and people should be encouraged to feel pride and dignity in their own cultural heritage;

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1. Indian Journal of Adult Education, Feb. 1961. P. 5.



(2) that the people must be encouraged to understand and promote change, to welcome and cooperate with it, recognising the extent to which they themselves can shape it or accept it; (3) that every person gets opportunity for personal development to the degree he or she is capable; (4) that international understanding is promoted; (5) that the existing gap between the specialists and ordinary people is bridged; (6) that every adult is enabled to put to more satisfying use his or her leisure time; (7) that the deficiencies in earlier formal education must be made good and (8) that every adult plays a full part as he or she wishes to take in social and civic life.

The above valuable purposes which can and should be promoted through adult education in all countries according to their problems.

The objectives of social education were discussed by National Seminars and All India Adult Education Conferences from time to time, organised by Indian Adult Education Association. The seventh National Seminar which was held in Dabok near Udaipur on 12th of December 1956 adopted that "Social Education should create an urge for better ~~living~~ living, should foster a community spirit among the villagers, develop healthy village leadership, educate the people to make an



efficient use of the social and economic facilities available to them from various sources, broaden the vision of a villager and create a desire and will among the people to make profitable use of their leisure time by taking to useful economic occupations and social as well as recreational activities."







## Chapter IV

### Administration and Organisation of Social Education

#### Introduction:

Social education in India has a colossal task to perform. For that, administration and organisation have been set up in the country. For achieving the objectives of it, its plan should be well executed. For that, good administration and organisation of social education are essential. Hence in this chapter, the administration and organisation of social education at different levels i.e.- National, State, District, Taluka and Village- are discussed.

At All India Level, the work of social education is divided between two ministries at the centre- (a) The Ministry of Education and (B) The Ministry of community Development and Cooperation.

#### A. Ministry of Education:

##### 1. The National Level:

At the centre, the Ministry of Education is responsible for social education work and initiates social



education schemes. It does this work in cooperation with the Planning Commission and community projects. For Social education, the Ministry of Education is responsible for:-

- 1) initiation of social education schemes,
- 2) pilot projects in the field of social education and libraries,
- 3) training of the higher personnel of social education,
- 4) research,
- 5) coordination of social education programmes of State Governments,
- 6) production of literature for workers and neo-literates,
- 7) training of personnel and production of aids in the field of audio-visual education,
- 8) discussion at the C.A.B.E. meetings,
- 9) organisation of adult educational conferences, and
- 10) giving grants to voluntary organisations and state Governments for their social education work.

In the Ministry of Education itself, social education does not have a section of its own, yeat a section for Basic and Social education was created in 1953.



The National Fundamental Education Centre was set up in May 1956 at the national level by this Ministry.

Its main functions are:

- 1) to train the key-personnel of social education (i.e. District Social Education Organisers and Principals of Janata colleges),
- 2) to carry out research and evaluation in the field of social education,
- 3) to conduct experiments in the production of better type of materials and equipment for social education, and,
- 4) to act as clearing house of ideas and informations pertaining to social education.

There is also central film library in this Ministry which has educational films and film strips. These are ~~xxx~~ loaned out to educational institutions and social organisations all over the country.

The Government of India has established the National Board of Audio-Visual Education to coordinate the work that is being done in this field in the country and to advise the central and state Governments ~~on~~ on all matters relating to audio-visual education.

The central social welfare board, which was set up in August 1953, stimulates and coordinates the ~~xxxx~~ activities of various bodies working for social welfare. It also gives financial assistance to deserving organisations



This ~~xxx~~ statutory body is autonomous but a part of the administrative set-up of the Ministry of Education.

• Other Central Organisations:

The Government of India has also set up the National Book Trust to produce out-standing books at cheap cost and in large numbers in all regional languages of the country.

At the national level, Indian Adult Education Association, was organised in 1938. This is non-political, non-sectarian national organisation. It acts as a common national platform where various agencies can meet at intervals for mutual discussions and evolves common out-look and secures co-ordination of different agencies doing social education work in the parts of India.

The Ministry of Information and Broadcasting is also of vital social educational import. All India Radio functions essentially as a social educational institution. But this Ministry does not affect social educational work in the field. So it is valid to speak of a diarchy rather than triarchy.

2. The State level:

As education is a state subject, the Central Ministry of Education has no direct responsibility. It supports the social educational programmes of the states by giving grants and subsidies.

In most of the states, social education became an integral part of the Education Department. Deputy Director with other portfolio has also the portfolio of social education.



In Bombay State, an Advisory Board of Adult Education was appointed in 1938 for organising the work on an extensive scale. In 1947, this board was replaced by three Regional committees on linguistic basis- one for Gujarat, one for Maharashtra and one for Karnatak. Now these Regional committees are known as Regional Social Education Committees after 1948.

The functions of these committees are:-

- 1) to promote social education classes,
- 2) to encourage illiterate adults to attend the classes,
- 3) to arrange recreational programmes in social education centres,
- 4) to prepare and publish suitable literature for neo-literates, and
- 5) to make suggestions to the Government for social education.

Gujarat Regional social education committee is responsible for social education work in Gujarat. The actual payment of grant-in-aid, supply of equipment, registration of social education classes, award of literary certificates are done by this committee. The entire expenditure is met by the state Government.

This Regional Social Education Committee has one class II gazetted officer known as Social Education Officer and office staff. Main organisational and administrative functions are carried out by them in this state. The above mentioned officer has to manage



the office work as the secretary of the committee and tour his area to promote social education work.

The office of this committee is at Surat. It also publishes magazine namely, "Lok Jivan" and two pamphlets "Bhathu and Samaj Sikhshan Mahiti".

This committee is appointed by the state Government. It is reconstituted from time to time so as to make it representative and active. The committee consists mainly of non-officials with a few official members. The chairman of it is invariably non-official.

First December is celebrated by this committee as a social education Day and by this way, it has been arousing social education consciousness in the masses.

There is also another organisation namely state Library at Ahmedabad which supports District Libraries.

Also city social education committees for Bombay, Ahmedabad, Poona, Sholapur, were constituted. They are composed of non-official members and have non-official chairman. Government gives a grant of 50% of the total annual expenditure. The work done by Bombay city social education committee has deservedly attracted attention of social education workers in India and abroad.

In many states voluntary organisations are making valuable contributions to social education work.

In Bombay, Mysore and some other states, non-officials are associated with social education work of the Governments through Advisory or Executive Committees.



There is also State Film Library which loans films and film strips to the educational institutions and social organisations.

### 3. District Level:

In order to make the work more effective, the Government of Bombay appointed District social education committees in 1949-50. But it was found that it did not work satisfactorily. Therefore, in 1952-53, it was decided to discontinue them. Hence the responsibility of social education work in the district was laid on the Deputy Educational Inspector of the District. The payment of grant-in-aid, supply of equipment, registration of social education classes, etc. are done by the Regional social education committee on the basis of the recommendations of the Deputy Education Inspector. He is doing this work through Assistant Deputy Education Inspectors.

Education Inspector of the district is also responsible for administration and organisation of it. The social Education organisers of the Blocks and Education Inspector's staff meet every month in a common meeting under the presidentship of the Education Inspector, for coordinating and systematising of the social education work in the district.

Another organisation at the district level of significance to social education work is the District Libraries. It is expected to extend its services through taluka libraries to the village libraries.



#### 4. The Taluka Level:

The Regional social education committee has no field staff of its own so the field duties are performed by Assistant Deputy Educational Inspectors of the Education Department who are primarily meant for supervising and inspection of primary schools. The propaganda work, starting of social education classes, supervising them, holding test etc. are done by them. So social education work is an integral part of the duties of every Assistant Deputy Education Inspector in his bit.

At taluka level, another organisation is Taluka Library. The taluka libraries are paid Government grant on the basis of the condition relating to 50:50 expenditure.

#### 5. The village level:

At the village level, social education classes and community centres are organised. The actual conduct of these classes is mostly done by the primary school teachers but occasionally other persons are also taking up this work. These classes are supervised by the Assistant Deputy Education Inspector concerned. The teachers of these classes get a grant of four rupees per adult passing the first literacy test and five rupees per adult passing the second literacy test.

Village libraries are also organised. The libraries are also paid grant by the Government.

Some recreational programmes are also organised.



P. Ministry of Community Development and Cooperation:

1. The National level:

As we saw in History of social education that Social education is an integral part of the community development programme. So this Ministry has also responsibility of social education work.

The administrative set up for the community projects and National Extension Services goes from the national level right down to the village level and at all levels participation by non-officials is emphasized.

At the national level, there was formerly an administrator of the community Development and National Extension programme under the planning commission. He was assisted by various technical officers and administrative staff. The community project administration has now been replaced by a Ministry of Community Development and Cooperation which is in over-all charge of the programme. For social education, it is responsible for:-

- 1) Social education work in the community development blocks, and
- 2) the administration of social education Organisers' Training Centres.

The most important institutions for training social education personnel are, of course, the



social education organisers' training centres.

Each centre trains two batches a year in two courses of  $5\frac{1}{2}$  months each. At present there

are 14 such centres in India (see appendix No.1)

This Ministry also organises annual conferences of Development Commissioners and annual conferences of Directors of Social Education ~~Officers Training~~ Organisers' Training centres.

Various Ministries- like Railways, Army, Navy etc. have their own social education programmes for their employees. The most important work is done in the Army. Illiteracy has been wiped out in the army.

## 2. The State Level:

The execution of the programme is the responsibility of State Governments. Each state has a development committee. The chief Minister is the chairman of this committee and the Development commissioner is its secretary. The executive head of the programme in a state is the development commissioner who is a senior civil servant. The entire supervision and control of the programme is vested in him.

## 3. The District Level:

At the district level, the collector is the Chairman of the District Development committee or Zilla Parishad in Panchayati Raj which is



responsible for the implementation of Community Development Programmes in the district. Now there is one post of District Project Officer who is responsible for the development programme of the district.

There is also one post of the District Social Education Organiser who is responsible for drawing up the annual programme of work of the Social Education Organisers in his district and guiding the Social Education Organisers in the technical aspects of their work. To help him to perform his duties competently, the National Fundamental Education centre has instituted a five-months course for the District Social Education Organisers. But to-day they are not appointed in all districts of India.

#### 4. The Taluka Level:

At the taluka level, the Block Development Committee now known as Panchayat Samities in Panchayati Raj is responsible for planning and initiating community development programmes. The Block Development Officer (B.D.O.) acts as a secretary to this committee and he is responsible for executing the programme in the block.

On the basis of recommendations made by Balvantrai Mehta Committee, the Government of India revised the pattern of blocks from April 1958. According



to this pattern, there would be three stages of each block as follows:-

1) Pre-existing stage.

2) Stage I

3) Stage II

The Block Development Officer is usually allotted for a taluka as a whole which is then allotted a multiple number of blocks on the basis of population for the purpose of budget and staff. (One unit for 66000 population). The Block Development Officer is head of the block organisation and is administratively subordinate to the Prant Officer or/and the Collector. All the extension officers work under his control.

For our social education, there is a pair of social education organisers- one male and other female. They are also under the direct control of the Block Development Officer. He has to work as a member of team. The social education Organiser (S.E.O.) has to work out team programmes as well as his own programmes of social education. The social education organiser is concerned with the uplift of village community in all aspects of its living by organising programmes of literacy, by encouraging recreational, cultural and group activities and by strengthening social institutions and leadership. The work of Gram Sevaks and Gram Sevikas in the field of social education is to be



directed and supervised by the social education organiser.

5. The Village Level:

At the village level, the Gram Sevak or Gram Sevika acts as a multipurpose extension agent having five to six villages in his charge. He is the link between the block people and block development staff. He is "the friend, philosopher and guide" of the villagers whom he serves.

The most important forms or institutions of social education organisations at the lowest level i.e. field level are social education classes, community centres, village libraries, youth and women's clubs. Radio listening groups and exhibitions are also organised.= Mostly the primary school teachers are conducting the social education classes.

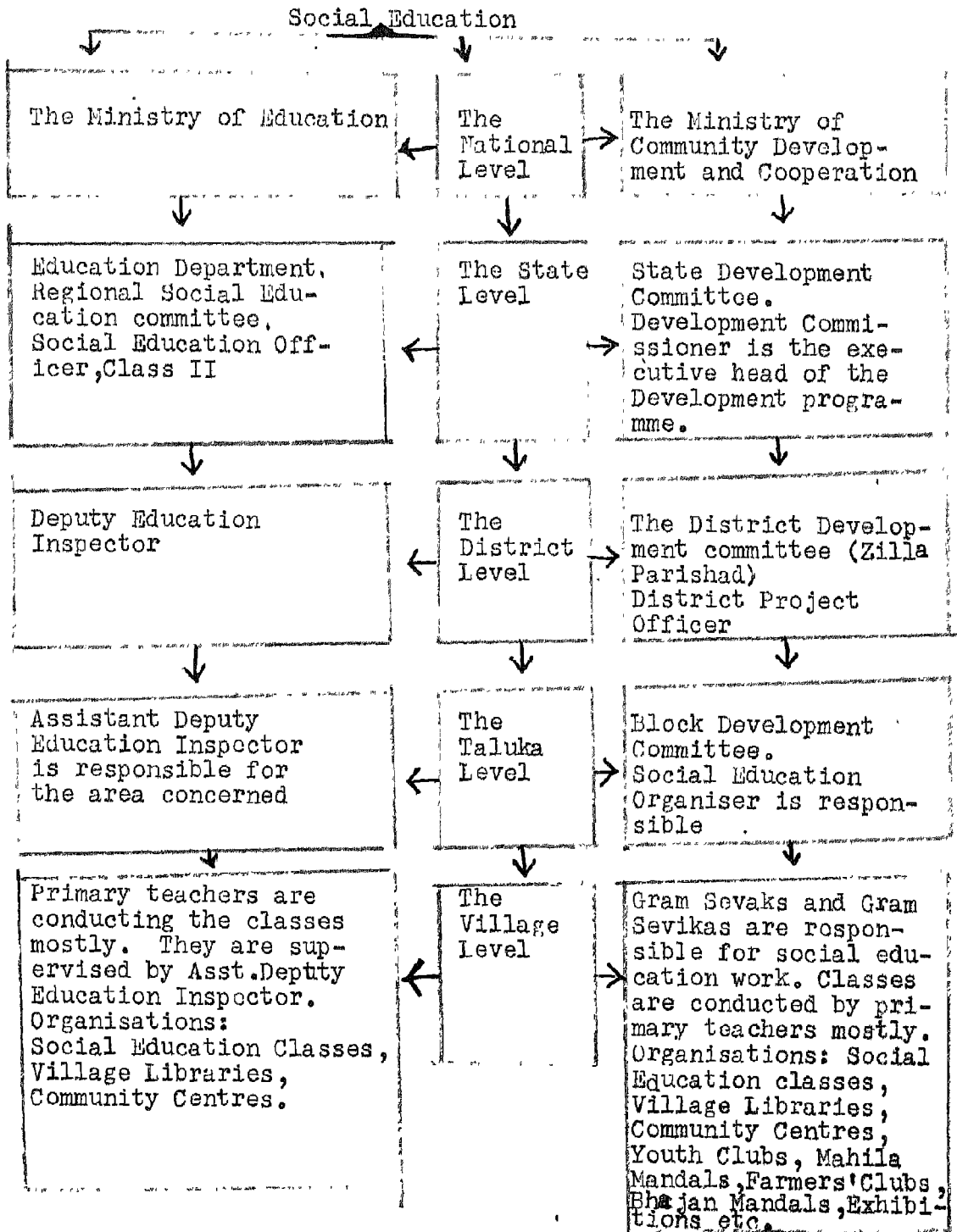
The Tenth National Seminar, convened by the Indian Adult Education Association which met from November 23 to 29, 1959, at the Mouni Vidyapeeth-Gargoti in Kolhapur District, Bombay State, has recommended that administrative and organisational pattern of social education services that existed in the country needed to be modified in several respects. Its recommendations were later endorsed by the Sixteenth All India Adult Education Conference which met on December 1st and 2nd 1959.



Thus there is a diarchical system in social education. The Ministry of Education and the Ministry of Community Development and Cooperation are involved in the field of social education.

National Institute of Education  
Unit (NICERT)  
Acc. No. ... 15499 ...  
Date ... 15.1.1984 ...

Social Education- Administrative Ladder.





## Chapter V

### The content of Social Education Programme.

#### Introduction:

Before independence, programme of Adult Education aimed at literacy and so adults were not attracted. After attaining independence, the new concept of Adult education was formulated and so the content was also broad based recognizing that the diverse interests of adults must be sustained, provided that an educational programme is to succeed.

So in its programme, literacy must be combined with a good deal of general education which includes subjects like civics, elements of history and geography, personal and community hygiene. Cultural and recreational and craft activities were also included. In fact social education programme gives a sugar coating to the rather interesting pill of mere literacy and helps the adults to swallow it more willingly.

The contents of it is the tool for achieving the objectives of social education. At present, the scheme of social education programmes in every state include the following ~~xxx~~ items with minor changes.

The content of social education programme.



1. Literacy:

Literacy is very important to democracy. An illiterate and uneducated man has seldom breadth of vision and mind. He can never use the printed matter.

Literate persons can study things and also understand new things or experiences. So literacy deserves an important place in its programme.

In this, the teaching of reading and writing is included. The capacity to express simple ideas and to write and read letters, simple documents and simple literature. These serve as help to live a complete life.

2. Simple Arithmetic:

The adults should be taught in counting upto 100, writing and reading upto 100, idea of a fraction, simple addition and subtraction. The knowledge of calculating weights and measures, prices of commodities for buying and selling and calculation of accounts regarding savings and debts. The knowledge of this subject will safeguard the interest of citizen against treachery and deception by cunning persons.

3. Health and Hygiene:

The amount of knowledge to be imparted in these subjects should enable persons to take necessary precautions against causes that impair their health



and about causes and cures of epidemics, treatment of ordinary disorders, elementary physiology and first aid. Thus it includes the importance of cleanliness, social cleanliness, sanitation, balanced diet, pure water, health rules, common diseases and their treatment, maternity care, welfare of children, (for women). This is meant for the benefit of an individual and the community.

4. General Knowledge:

A. Civics, Economics and Citizenship:

Every citizen of a democracy should know his rights and duties. People should be made conscious of their duties towards each other and to the Government and the risk involved in being selfish and encroaching upon the rights of others. They should also be made acquainted with public services like the post office, the railway, public hospitals, law courts, Government officers, Legislatures, local boards, gram panchayats. Special emphasis is laid upon the necessity of toleration of one another's differences in a democracy. The evils of gambling, drinking and anti-social behaviour may be impressed upon their minds.

B. History:

This subject occupies an important place in social education because cultural traditions are the best wealth, a country can possess and India



abounds in this. Lives of greatmen, important events- social as well as political, their effect upon the nation, story of our struggle for independence, the weak and strong points in the lives of our ancient and modern ~~greatmen~~ ~~great~~ greatmen should be made clear to them so as to widen their views and strengthen their patriotism and love, not only for their own land, but for the world.

C. Elementary Science and Geography:

They should be introduced to them with the help of their day-to-day experience in life.

Some informations in broad out line of the various appliances of science should be imparted. Astronomy of elementary nature may be taught and also elementary Geography. The varying seasons of the year, the rainfall and its relation to crops, the differences of weather in different regions etc. should be imparted. They may be also acquainted with the important regions in India, the people, their occupations, what we grow, what we import and what we export, principal rivers and cities etc.

5. Principles and Practice of Co-operation:

The adults should be made conscious of the importance of the principle and practice of cooperation in life. They should be acquainted with the activities of co-operative Department, the



co-operative shop and co-operative bank.

6. Recreation:

The knowledge of the above mentioned subjects by no means exhausts the objectives of social education. By this programme, all citizens have to be made conscious of the fact that man does not live by bread alone but moral, spiritual and cultural values are more important than economic values. It is the only way to produce among the people a zest for life. It is essential that each individual is taught how to recreate himself. Recreation has not only personal value but also social utility. Recreational activities involve group contacts and group co-operation. So this programme plays an essential role in social education because it influences both the emotions and the mind of the people and cultural and moral values are obtained. By this, many objectives are achieved viz. cultural value, use of leisure time, training for emotions, co-operation creating an educated mind etc.

This programme includes two types of programmes:-

A. Cultural programme, and

B. Physical welfare programme.

A. Cultural Programme:

Man has soul and soul cannot feed on dams



and power-houses. By economic plans, we can raise our standard of living and ~~xxx~~ satisfy our bodies or "Sharirs" but by that we cannot satisfy our souls or "Atmas".

The items of this programme are like kirtans, bhajans, songs, folk dances, dramas based on ancient history and removal of social evils, film shows, celebration of festivals and fairs on days of national importance like the birth-days of various prophets, independence Day, Krishnashtami, Ramanavami, Ganesh Chaturthi. Thus this programme is useful in cultivating habits of co-operation and community life which are very essential for the national development. In this way, the community life of people should be encouraged and diverted into healthy channels.

B. Physical Welfare Programme:

This kind of programme ~~xx~~ satisfy the needs of adults. It trains them in leadership, co-operation and group attitudes. In this programme, the items included in it are like indoor games, out-door games, sports and athletic competitions.

7. Local crafts and Handicrafts:

It was found that adult education did not attract enough people whose main problems centred round hunger. So in the programme of social education, local crafts and handi-crafts were introduced. For this purpose,



it is desirable that knowledge of certain crafts and handicrafts like spinning and weaving, leather work, cane-work, needle-work, tailoring etc. should be given. So this programme, does not only attract people but also enables them to contribute to the family budget by earning the additional wealth. In the case of widows, such training would enable them to earn their own livelihood.

In rural areas, agriculture and cattle, play an important role in the life of a agriculturists. So some instructions should be imparted to the agriculturists in the following items:-

Proper use of land and manures, importance of water and sunlight. Methods of improving cattle, modern techniques and methods of cultivation, use of improved seeds, proper rotation of crops, plant protection and measures against pests and diseases. By this way, the yield per acre will be raised.

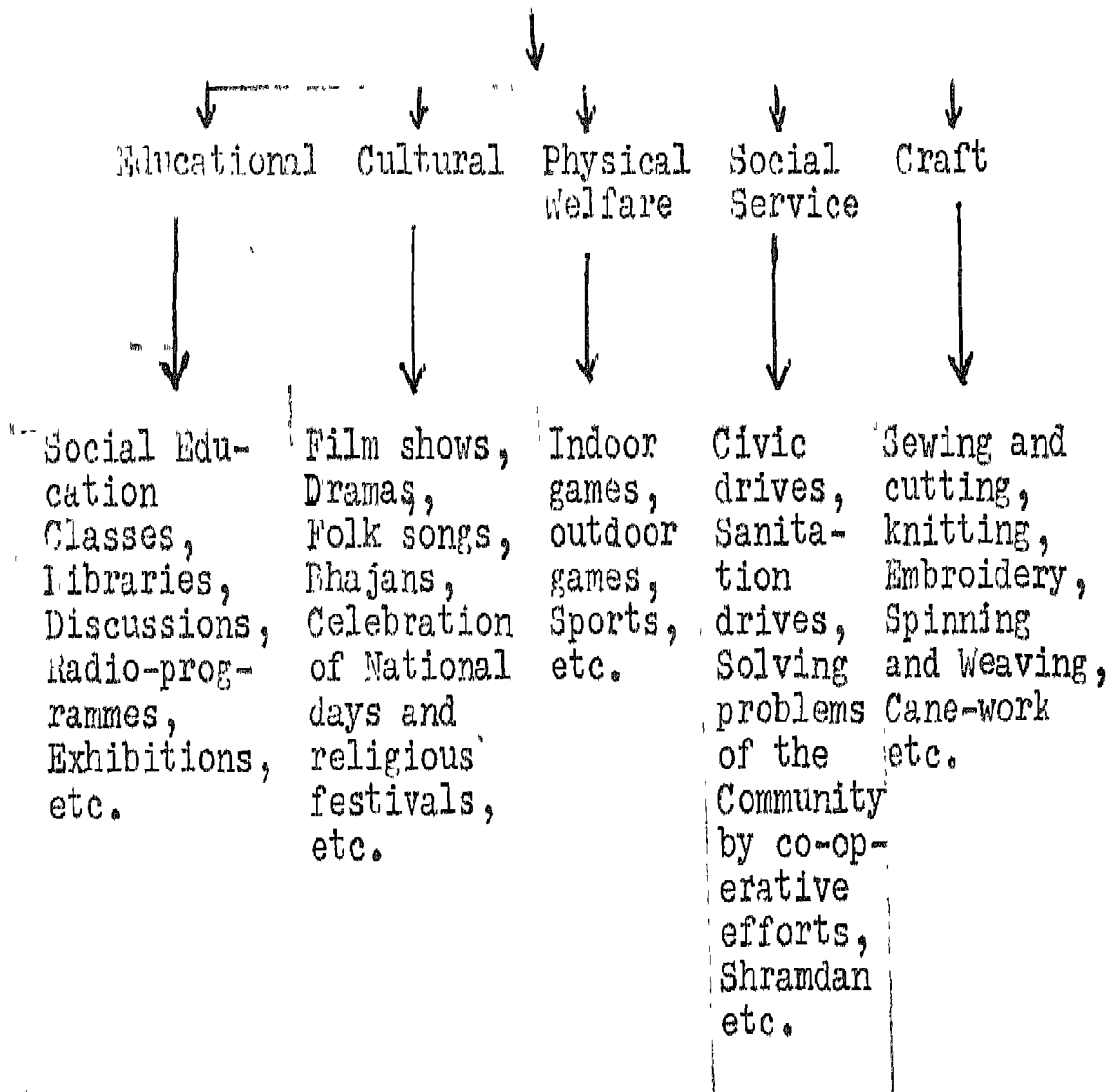
Generally speaking most of the states provide some or all the activities of social education programme mentioned under the following five heads:-

1. Educational activities,



2. Cultural activities,
3. Physical Welfare activities,
4. Social Service activities, and
5. Craft activities.

Social Education Activities









## Chapter VI

Progress of Social Education with particular reference to Kaira District.

### Introduction:

There are ten talukas in Kaira District, namely Anand, Balasinor, Thasara, Cambay, Petlad, Borsad, Nadiad, Mehmedabad, Matar and Kapadvanj.

According to 1951 census, the total population of the district was 16,12,426. The percentage of literacy was 29.10.

There are 946 villages and 38 towns in this district. The area of the district is 2564.2 square miles.

This chapter includes the following items:-

- 1) History of social education.
- 2) Present agencies doing social education work.
- 3) Growth of social education work during the last decade pertaining to the various institutions of social education and their achievements.
- 4) The personnel of social education and their training.
- 5) Workload of social education organiser.



I History of social education in Kaira District:

In this district, first night school for adult literacy was started from 1-11-1915 in the village named Vaso in Nadiad Taluka. Then another night school was started in Petlad but after some years this was closed.

Slates, pens, lanterns and teachers etc. for the night school of Vaso were supplied by "Vaso Yuvak Mandal". Late lamented Shri Motibhai Amin used to visit this night school and give guidance and inspiration to the workers. After his death, the night school of Vaso had to be closed in 1939 on account of lack of learners.<sup>1.</sup>

So Motibhai Amin can rightly be called the pioneer of this movement in this district.

At present libraries are the main institutions of social education. Shri Motibhai Saheb joined Petlad English School in 1906. There he established Petlad Boarding. With the help of boarders, he started the library movement from there; hence he was also the pioneer of library movement in this district.

The adult education movement in this district also passed through the same phases and we saw in

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1. Charotar Sarvasangrah Part I, Chapter 45



introduction.

There is no statistical data available for the classes and the adults made literate upto 1945.

Compact areas scheme:

During the years 1946 to 1951, the system of compact Areas for intensive work was put into practice. For this purpose, areas were selected for intensive social education work and each area was put in the charge of a special officer. But this scheme was discontinued from 31-3-1951 as a measure of economy.

Under this scheme the following compact areas were started in this district.

Table No. 1

Showing the name of compact areas and their starting.

Name of compact Areas	Date of starting
Thasara	1-4-1946
Matar	1-8-1947
Kapadvanj	28-6-1948
Mehmedabad	5-7-1948
Balasinor	15-10-1949
Cambay	15-10-1949

2.

During this time, adult education work was done by A.D.E.I's in non-compact areas of the district.

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2. From the Report of Regional social Education committee for the years 1948 to 1951.



Social education committee for Kaira District:

For furthering social education work and in order to make the contact of Regional social Education Committee with the public more effective, so in 1948, the Government of Bombay decided to appoint District Social Education Committees.

Social Education committee for this district consisting of 14 members, was appointed by the Government on 20-8-1948. Members were appointed from District school Board and from those who are interested in this work. The President of the District School Board and the administrative Officer were appointed as the President and the Secretary respectively for this Committee.

This district social education committee was reconstituted on 1-3-1950.

It was found that such committees of the state did not work satisfactorily so the Government decided to discontinue them in 1952.

Work done:

Table No.2A

Showing the number of classes, adults on roll, adults made literate and grant paid.

Year	No.of adult classes	No.of adults on roll	No.of adults made literate			Grant Paid in Rs.
			Male	Female	Total	
1945-46	95	2243	627	11	638	4815
1946-47	81	1600	985	-	985	6781
1947-48	106	2627	2052	68	2120	12146



The new concept of social education was evolved in 1948. From that there are two grades of social education classes namely Shreni I and Shreni II.

Table No.2 B

Shwving the figures according to grades in compact and non-compact areas.

Year	No.of So. Ed.classes		No.of adults on roll		No.of adults passed the tests.			Expen- diture in Rs.		
	Sh.I	Sh.II	Sh.I	Sh.II	Sh.I	Sh.II	M. F. Tl.	M. F. Tl.		
1948-49C.A.152	149	2700	1898	4409	296	4705	462	17	479	
" N.C.A. 219	6	7349	77	3479	303	3782	26	1	27	46520
" Total 371	155	10049	1975	7888	599	8487	488	18	506	
1949-50C.A.132	72	2772	1149	1887	63	1950	648	22	670	
" N.C.A. 18	12	333	202	268	22	290	123	-	123	33955
" Total 150	84	3105	1351	2155	85	2240	771	22	793	
1950-51C.A.163	109	2550	2260	3945	316	4261	1688	86	1774	
" N.C.A. 33	7	626	114	541	9	550	155	-	155	49988
" Total 196	116	3176	2374	4486	325	4811	1843	86	1929	

4.

Abbreviations used: Sh. Shrani C.A. Compact areas  
M. Male N.C.A.Non-Compact areas  
F. Female  
Tl. Total

4

3 & 4 : From the report of Regional social education committee for the years 1948 to 1951.



After attaining independence and adopting the scheme of compact areas, the work was done satisfactorily. In the month of August, 1948, there was a Seminar of social education workers and Head Masters of secondary and Primary schools of Kaira District at Nadiad. So good work was done during the year 1948-49 as a result of good atmosphere created by the above seminar. But this enthusiasm remained only for one year. From the next year the enthusiasm gradually ebbed away as we look at the Table No.2-B.

#### Library Movement:

Library Movement was also strengthened in this district according to following data:

Year	No. of village libraries aided
1947-48	144
1948-49	160
1949-50	171
1950-51	184

5.

In 1949-50, the Government of Bombay paid a grant of Rs.1000 to Charotar Education Society, Anand, for library activity

#### II Present Agencies doing social education work in Kaira District:

- 
5. From the Report of Regional Social Education Committee for the years 1948 to 1951.



At present, there are two agencies doing social education work in this district viz. (A) Regional Social Education Committee for Gujarat and (B) Development Blocks.

A. Regional Social Education Committee:

Gujarat Regional Social Education committee is responsible for this work. But it has no field staff. So the propaganda work, starting social education classes, supervising them, holding tests etc. are done by Assistant Deputy Educational Inspectors. Hence A.D.E.I. is responsible for the area concerned. Deputy Educational Inspector is responsible for the administration of social education work in the district.

Now the actual payment of grant-in-aid, supply of equipment, registration of classes, supplying circulatory libraries, award of literacy certificates etc. are done by the Gujarat Regional Social Education committee through its executive officer designated as District Social education officer. This is done on the basis of the recommendations of the Deputy Education Inspector of the district.

So one agency of this work in this district is Gujarat Regional Social education committee, but as it has no field staff, the staff of Education Department is used for this work and it is expected as their duties.

B. Development Blocks:

The second agency doing social education work in this district is the Development Blocks.

On second October 1952, the community Development



programme was launched in India and 15 pilot projects were started. Without awaiting the results of these pilot projects, the Government decided to launch the programme of National Extension Service in India on 2nd October, 1953.

Social education which not only eradicates the ~~ill~~ illiteracy but also becomes instrumental in changing the tone and general make up of the people. The scheme of social education then became an integral part of the development programme.

So after the inauguration of the programme ~~area~~ of development through development blocks (i.e. C.D. blocks or N.E.S.Blocks) in this district, the responsibility of organising the social education work in the block-areas has been transferred to the Block Authorities. In each block there are two posts of social education organisers who are responsible for social education work in block-areas.

Intensive work of social education has become possible in the blocks. Also it has become possible to widen the scope of social education. In addition to running social education classes, attention is also paid to the organisation of Youth Clubs, Mahila Mandals, Farmers' Clubs, Libraries, providing recreational programmes, shibirs, Exhibitions and such other many useful activities.



Table No. 3

Showing the present type of blocks and their original starting.

At present				Original Starting of the blocks
Name of Blocks	Types of Blocks	Multiple No.of Blocks	Starting of this type of Block	
(1)	(2)	(3)	(4)	(5)
Anand	Stage I	2 $\frac{3}{4}$	1-4-58	-
Cambay	"	1 $\frac{1}{2}$	2-10-60	1-4-59
Matar	"	1	1-4-61	2-10-59
Nadiad	Stage II	2 $\frac{1}{2}$	1-4-58	2-10-53
Mehmedabad	"	1 $\frac{1}{2}$	1-5-59	2-10-53
Kapadvanj	"	2 $\frac{1}{4}$	1-11-59	2-10-53
Balasinor	"	1	2-10-59	2-10-54
Thasara	"	1 $\frac{3}{4}$	2-10-60	2-10-55
Borsad	Pre-Extension	3 $\frac{1}{4}$	1-4-60	-
Petlad	"	3	1-5-60	-

6.

At present, the whole district is covered by these blocks. In pre-extension stage, more emphasis was paid on agriculture. No social education work was done in the blocks of Cambay, Matar, Borsad and Petlad during the period

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6. From the office of District Development Board, Nadiad.



1951-61.

Beacuse of not inaugurating the blocks simultaneously at all, the number of blocks doing social education work was also varying during the period of 1951 to 1961.

At central level, there is a central social welfare board which gives financial assistance to the voluntary welfare Agencies ~~■~~ working for the welfare of women, children and physically handicapped. At state level, state social welfare advisory board is formed. Welfare extension projects are started in the state. The activities of this are:-

Conducting Balvadies, milk-distribution, health services, maternity, craft etc. In this district, project at Anand was started in July 1959, for the above activities.

This agency is doing social services so it is not the agency of social education.

There is also social welfare department which is doing work for the backward classes only. So that agency is carrying on welfare work for the backward classes only, so it is not the agency of social education.

There is no private agency doing social education work in this district. For this purpose, some social workers were interviewed. Hence two agencies are doing social education work only in this district viz. Gujarat Regional Social Education Committee~~ex~~ with the help of staff of education department and development blocks.



### III Growth of Social Education work during the last decade 1951-61:

The Agencies of social education consist of Social education classes, Libraries, youth clubs, Mahila Mandals, Farmers' clubs, Bhajan Mandals, Community centres, cultural and recreational activities, exhibitions, Radio sets and other social educational activities.

#### 1. The Social Educational classes:

The most important institutions for social education are social education classes.

In 1948, the new concept of social education was evolved in Bombay state. In this year the syllabus was prepared and it was divided into two stages i.e. First stage and second stage.

#### Starting of social education classes:

The initiative for starting such classes in rural areas generally comes from social education workers and mostly from primary school teachers. Such classes are organised by the efforts of the A.D.E.I.s or some members of Regional Social education committee.

While starting a class, it is expected that social education worker has to prepare a list of the illiterates in the village. Then after starting the class, he has to apply for its registration to the social education officer of the Regional committee, Surat. He has to attach a certificate signed by the five prominent persons



of the village promising their cooperation in the work.

The application for registration has to be sent through the A.D.E.I. of the area. The minimum enrolment for a class has been laid down to be 15 in the case of males and 10 in the case of females. The class is visited by the A.D.E.I. after receiving the application,. On the recommendations of the D.E.I., the class is then registered by the social Education Officer of the region and thus the class becomes eligible to receive grant.

~~ELABORATION~~

Site of the Class:

Where-ever there are primary school buildings, their use is allowed by the District school board for this purpose. But if any public place is allowed to be used, the only condition is that it should be opened to people of any caste or creed.

Equipment:

For use in the class, the social education worker gets sufficient number of slates, booklets and lanterns from the Regional Social education committee, surat, through the A.D.E.I. concerned, but they have to be returned to the ~~Regional~~ Educational inspector office when the class ceases to function. The expenditure for kerosene has to be met with the class itself or through donations.

Regional social education committee also helps in supplying this equipment in Block areas also. There the social education organiser maintains this work.



Duration of classes:

Illiterate adults, between the age group 14 to 50 years are admitted into the First stage class which should function for a minimum period of 4 months and prescribed syllabus has to be completed.

Those completing the first stage course successfully are admitted to the second stage class. Here the minimum period of instruction is six months, during which prescribed syllabus has to be completed. In these classes, adults get wider knowledge of subjects and get more opportunities for reading and writing. So adults do not relapse into illiteracy.

First stage class is known as literacy class while second stage class is known as post literacy class.

Holding the tests:

When the class has worked for the above mentioned period and covered the prescribed syllabus, ~~at~~ a test is held to judge the progress of each adult and thereafter each of them is declared to have either passed or failed. In the classes under the regional committee, the tests are held by the A.D.E.I. in charge according to his or her plan.

In block-areas, the tests are held by the S.E.O. concerned.

Grant-in-aid.

From the regional social education committee, the social education workers in the ~~xx~~ classes, get grant at the rate of Rs.4/- per adult passing the first test and Rs.5/- per adult passing the second test.



This system of grant-in-aid is the same in block-areas and the grant is paid to the workers by the block authorities.

The syllabus and method of social education, duration of classes, holding tests, grant-in-aid etc. are the same in block-areas as prescribed by Education Department.

Table No. -4

Statement showing the no. of classes, enrolment, adults passing the tests and grant paid by the Regional Committee in Kaira District during 1951-61.

Year	No.of Classes of both tests.	No.of adults on roll in these classes	No.of adults passing the tests						Grant Paid
			Test I			Test II			
			M.	F.	Total	M.	F.	Total	Rs.
1951-52	185	3779	1331	131	1462	275	46	321	14164
1952-53	237	8667	2896	508	3404	762	51	813	17671
1953-54	256	5124	1370	271	1641	505	152	657	9849
1954-55	475	10862	1634	223	1857	401	24	425	9533
1955-56	473	10355	1774	87	1861	406	41	447	9679
1956-57	438	9646	1445	162	1607	326	24	350	8178
1957-58	329	7527	1379	139	1518	212	11	223	7055
1958-59	233	6683	1016	113	1129	369	22	391	6563
1959-60	185	4490	715	412	1127	225	29	254	5753
1960-61	57	1540	308	103	411	114	107	221	2814
Total	2868	<del>68776</del> 68673	13868		16017	3595	507	4102	91259
				2149					

Abbreviation used= M = Male  
F = Female

7.

7. From the Reports of Regional Social Education Committee for the years 1951 to 1955 & 1955 to 1958, and by personal visit.



Table No. 5

Statement showing the number of classes, enrolment and adults passing the tests by Blocks in this district.

Year	No. of classes of both stages	No. of adults on roll.	No. of adults passing the tests			Out of this total	
			Test I	Test II	Total	Male	Female
1954-55	90	2686	1138	-	1138	No. separate figures available	
1955-56	175	5866	1752	471	2223	2116	107
1956-57	178	4549	1238	307	1543	1340	205
1957-58	239	4206	1042	270	1312	1223	89
1958-59	264	5218	1207	187	1394	1295	99
1959-60	165	4482	1808	223	2031	1938	93
1960-61	136	4169	1434	397	1831	1729	102
Total	1247	31176	9619	1855	11474	9641	695

8.

A look at the table number 4, shows that there is increase in the number of classes, enrolment and the number of adults passing both the tests from the year 1951-52 to 1955-56. But then in the years to follow, there is a significant decrease in the above items.

This decrease can be supposed to be due to ~~suppressed~~ such ~~extra~~ classes organised by Block Agency. This can be seen from the table number 5.

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8. From the questionnaire-blanks.



As regards the progress of women-folk, the figures give unsatisfactory picture. Only about 12% of the total adults passing both the tests by Regional Social Education Committee, happen to be ladies. In the block-areas, this figure is only 7% which is even less than above.

Table No.6

Statement showing the aggregate number of classes, enrolment and adults passing the tests by both agencies.

Year	Total No. of classes	Total enrol- ments	Total No. of adults passing the tests.		
			Test I	Test II	Total
1951-52	185	3779	1462	321	1783
1952-53	237	8667	3404	813	4217
1953-54	256	5124	1641	657	2298
1954-55	565	13548	2995	425	3420
1955-56	648	16221	3613	918	4531
1956-57	616	14195	2845	657	3502
1957-58	568	11733	2560	493	3053
1958-59	497	11901	2336	578	2914
1959-60	350	8972	2935	477	3412
1960-61	193	5709	1845	618	2463
Total	4115	99849	25636	5957	31593

In the case of aggregate work done by both the agencies, the table shows the increase in the number of adults passing both the tests from the year 1951-52 to 1955-56. But then in the years to follow, there is a significant decrease in the number of adults passing the tests and also

~~xxxx~~



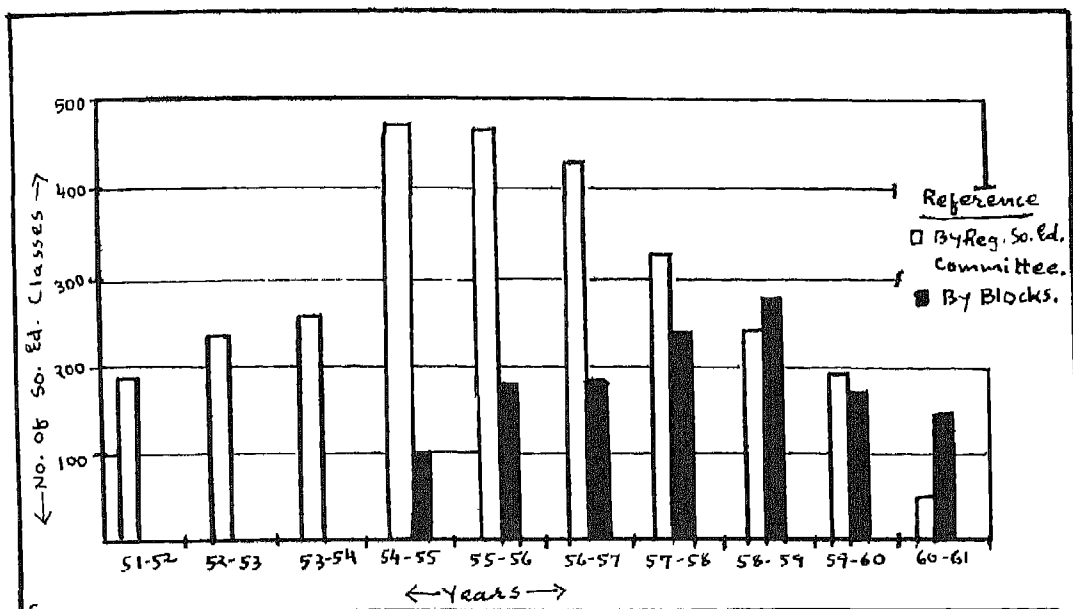


Fig. 3 Comparison of So. Ed. Classes organised by both agencies.

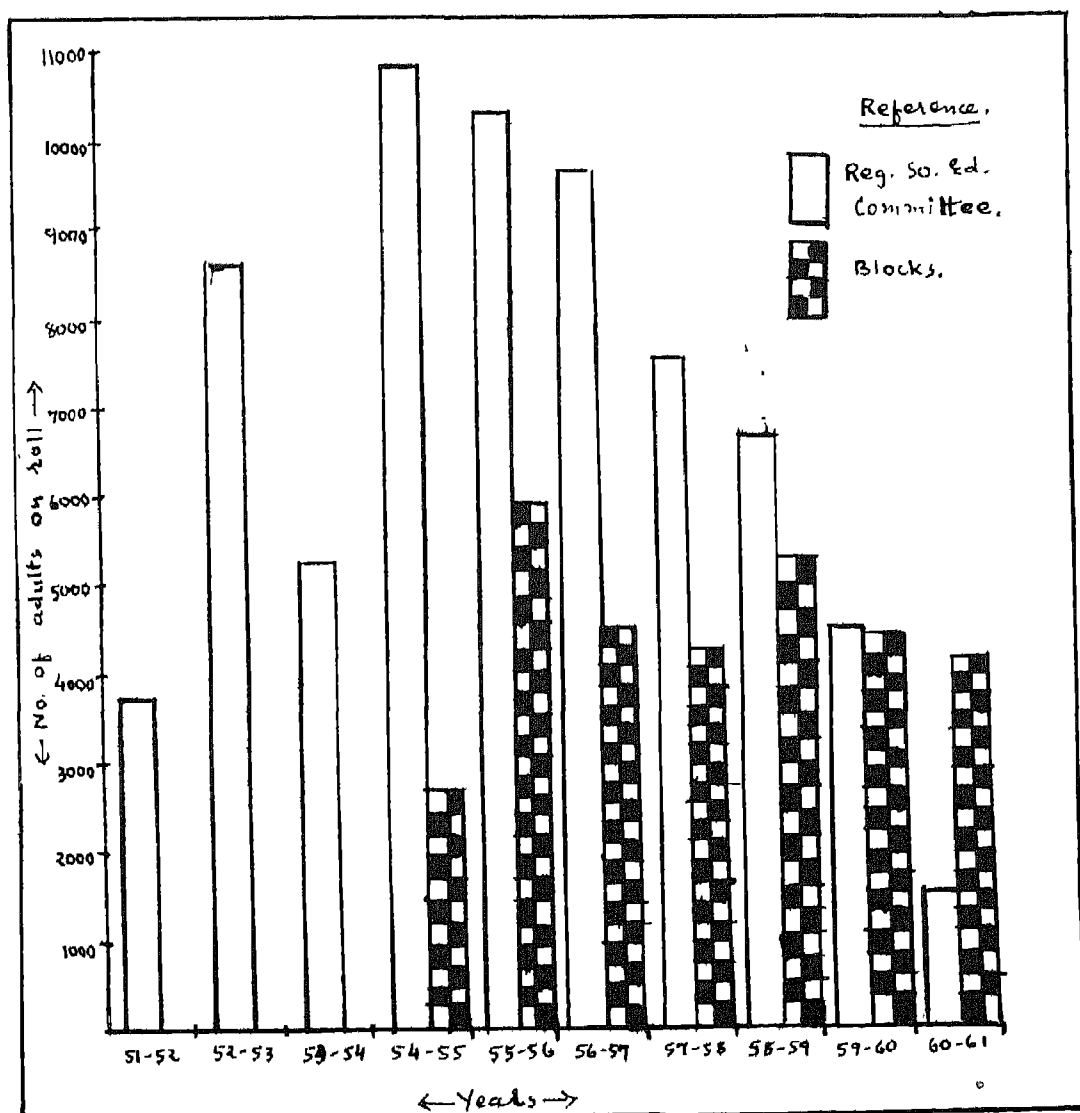


Fig. 4 Comparison of adults on roll in classes organised by both agencies.



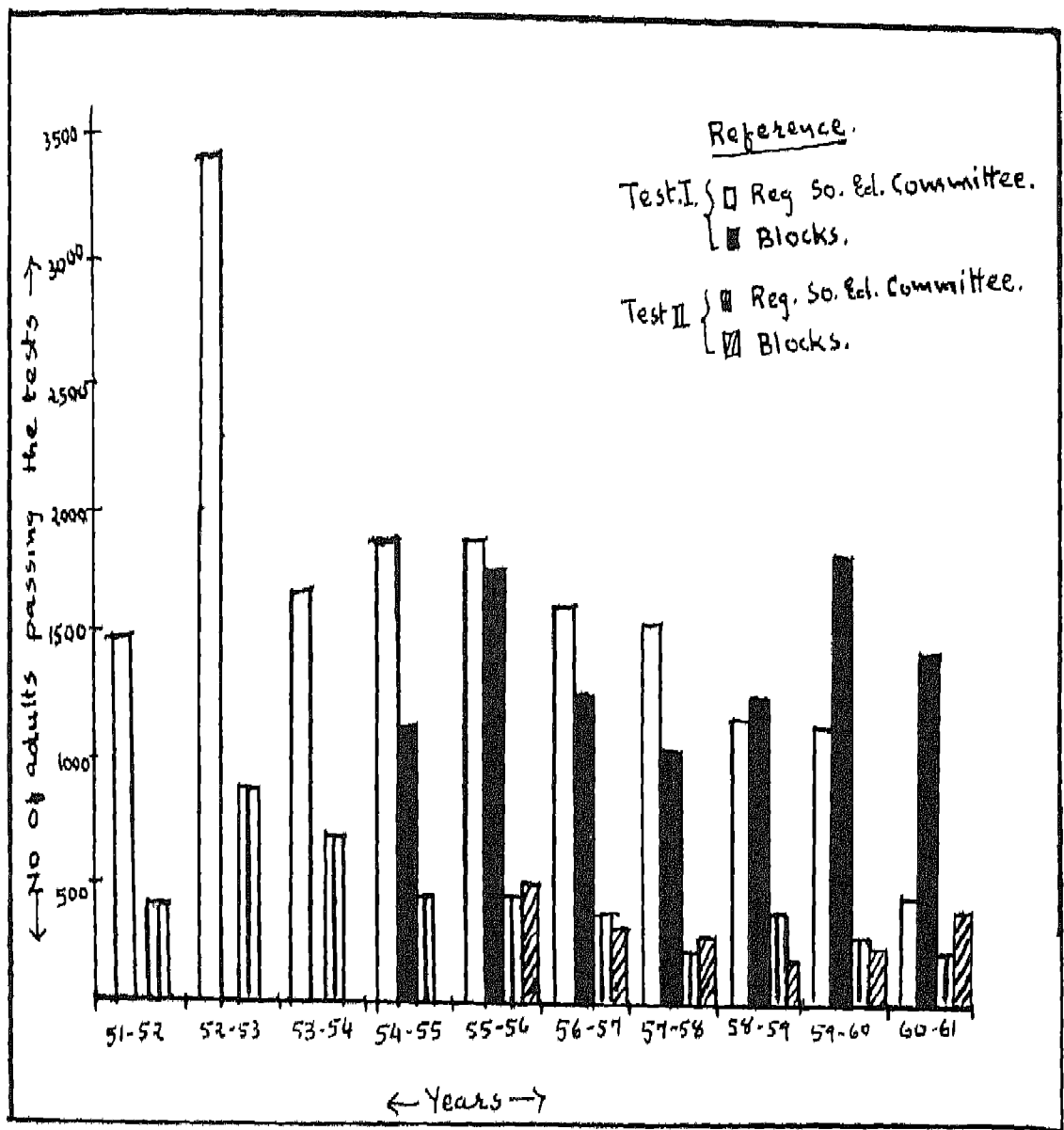


Fig. 5. Comparison of adults passing Test I and Test II conducted by Regional Social Education Committee and by Blocks.



in the number of classes and enrolment.

After the inauguration of Development blocks, two agencies are doing social education work in this district. Instead of one agency, there are two agencies doing this work so there should be an increase in the work. But actually, the work in this aspect has decreased after the inauguration of blocks. The work in this aspect done by Educational Department has significantly decreased.

#### Post Literacy effort:

Looking at the table No. 4, we find that 16017 adults have passed the Test I conducted by Regional social education committee and 9619 adults have passed the Test I conducted by Block authorities, meaning thereby that totally 25636 adults have passed Test I by both the agencies of Social education. Out of these ~~25636~~ 25636, we find that 5957 adults have been successful in Test II by both the agencies.

This clearly shows that 23% of the adults passing the Test I, were enthusiastic to carry forward their studies for Test II. The most important point that has to be borne in mind is that adults passing only Test I, are likely to relapse into illiteracy and only after the passing of Test II, the substantial knowledge can be presented and literacy can be maintained. From this point of view, the picture cannot be said to be encouraging.



### Wastage in Social Education:

In this district, 99849 adults were enrolled during the last decade in the classes of both the stages, organised by both the agencies. Out of these, only 31593 adults passed the tests. So there is about 68% wastage. So the percentage of wastage is significantly high.

This wastage is due to:

- 1) Many adults left the classes before appearing the tests,
- 2) Some adults also fail in the tests.

The content of social education is not able to satisfy the basic needs of adults, so adults are not motivated and so they leave the classes and don't appear in the tests. The programme is also not able to secure sustained and willing cooperation of the adults.

### 2. Mass Literacy Campaign:

Removal of illiteracy from the masses in the country is the most vital aspect of development. Government approved the scheme for launching a mass literacy campaign in 1959 in all the blocks. Under this scheme, a mass literacy campaign was organised in block-areas in 1959 in this district. The progress under this scheme was as under:



Table No. 7

Statement showing the No. of classes, adults on roll and adults made literate under the mass literacy campaign in 1959-60.

Name of Blocks	No. of Classes	No. of adults on roll	Adults made literate		
			Male	Female	Total
Balasinor	19	512	276	9	285
Kapadvanj	43	1165	704	17	721
Mehmedabad	29	765	467	16	483
Nadiad	50	1301	579	19	598
Thasara	34	919	487	18	505
Anand	54	1291	523	11	534
Total	229	5953	3036	90	3126

9.

The figures in the above table show that Kapadvanj block had the maximum number (721) of adults made literate and Balasinor block had the minimum number (285) of adults made literate.

### 3. Village Libraries.

The objective of village libraries is to provide reading material to general readers and special classes of readers like children, women and neo-literates. So the place of village libraries in the field of social education cannot be ignored.

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9. From the records of Educational Inspector's Office, Nadiad.



Literally, library means a storehouse or a collection of books. To-day the term has changed. To-day it is something more than a mere storehouse. It is one of the means of real education not only to children but also to adults. By reading books, the adults can be made to enhance their knowledge. We get pleasure, peace, strength, courage, ready advice and knowledge from books. Thus the books act as friend, philosopher and guide in times of need.

By turning illiterate adults to literate ones, the purpose of social education is not served. We have to face the problem of relapse of neo-literates into illiteracy. So necessary literature is supplied to them through village libraries. Looking to the usefulness of village libraries, they have been provided a place in the social education movement. Now these village libraries are aided by Education Department and Block authorities.

Table No. 8

Statement showing the No. of village libraries and grant paid by Education Department in Kaira District.



Year	No. of Village Libraries	Grant paid in Rs.
1951-52	174	3057
1952-53	179	2967
1953-54	172	2899
1954-55	285	7830
1955-56	327	8789
1956-57	339	9737
1957-58	347	9783
1958-59	357	11704
1959-60	380	17427
1960-61	386	17001

10.

A glance at the above table shows that during this decade, there is a significant increase in the number of village libraries from 174 to 386 and correspondingly, the grant paid by Education Department has also strikingly increased from Rs.3057 to Rs.17001, so we can say that the increase in number of village libraries is more than double and grant has increased more than five times. This means that libraries have not only progressed in number but also in their equipment.

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10. From the records of Educational Inspector's office, Nadiad.



Table No.9

Statement showing the number of village libraries organised by Block-authorities.

Name of Blocks	No. of village Libraries added every year.							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	25	3	7	5	11	18	7	76
Mehmedabad	-	12	-	4	-	8	6	30
Kapadvanj	5	18	2	21	9	-	-	55
Balasinor	-	3	15	17	14	4	3	56
Thasara	-	8	7	23	9	14	4	65
Anand	-	-	-	-	18	2	2	22
Total	30	44	31	70	61	46	22	304

11.

In block-areas of this district, the number of village libraries has increased and within seven years, the number has reached 304 in six blocks.

The outstanding progress can be found in Nadiad and Thasara blocks while Mehmedabad Block has lagged behind.

#### 4. Circulating Libraries.

The danger of relapsing into illiteracy was not out of sight by the Regional Social Education committee and state education department.

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11. From the questionnaire blanks.



Special workshops were organised for producing suitable books for neo-literates by them. A large number of suitable books on various subjects have been prepared. These books are grouped into sets. Such sets are kept in a small tin box. Each box containing 50 to 70 books. These tin boxes containing books are circulated in the areas where social education classes are conducted. The box has to move from one class to another.

Hence in these circulating libraries, there are books written in easy language and printed with big type on various subjects for a particular section of community i.e. neo-literates.

The following data show the number of circulating libraries in this district year-wise, supplied by Regional Social Education committee.

Table No.10

Statement showing the number of circulating libraries supplied by Regional Social Education Committee in this district.

Year	No.of circulating Libraries
1951-52	40
1952-53	-
1953-54	40
1954-55	40
1955-56	20
1956-57	20
1957-58	40
1958-59	60
1959-60	100
1960-61	70

12.

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12. From the records of Education Inspector's Office,  
Nadiad.



During the decade, the No. of circulating libraries was maximum in 1959-60. The growth of these libraries was uneven.

Table No. 11

Statement showing the number of circulating libraries organised by blocks- year wise.

Name of Blocks	Year							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	-	-	20	-	-	-	-	20
Mehmedabad	-	-	-	-	-	-	-	-
Kapadwanj	-	-	11	-	-	-	11	11
Balasinor	-	-	10	-	-	-	-	10
Thasara	-	-	-	-	-	-	9	9
Anand	-	-	-	-	-	-	-	-
Total	-	-	30	-	-	-	20	50

13.

The above table indicates that the movement of circulatory libraries has not been very popular in block-areas.

#### 5. Youth clubs. (Yuvak Mandals)

As we said in the chapter on objectives of social education, one of the objectives of social education is to stimulate the people to give of their best to the development of the country that is now taking place through its Five-Year Plans, and we seek to achieve this through community efforts. With this aim in view social education

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13. From the questionnaire blanks.



workers have tried to raise local groups and induce them to adopt certain programmes of social education. These youth clubs are paid 50% grant for their activities by blocks.

In order to promote group thinking and group activity, these organisations are very useful. By this way, people are encouraged to talk about their problems, seek their solutions by discussions, questions and answers.

These organisations also provide concrete activities that satisfy and meet the adolescent needs. They also train them in the art of good citizenship.

The main activities of these organisations are found as social service activities, cultural activities, physical welfare activities, discussion groups etc.

It is the duty of the social education Organiser to organise youth clubs in his block. The following data shows the number of youth clubs which have been set up in the blocks of Kaira District

Table No.12

Statement showing the No. of Youth Clubs established yearwise in Blocks in this district.



Name of the Blo- cks.	No. of Youth clubs established yearwise							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	20	20	5	12	9	9	9	84
Mehmedabad	12	7	10	11	8	10	9	67
Kapadvanj	2	15	3	34	4	33	9	100
Palasinor	-	8	7	8	14	9	6	52
Thasara	-	1	10	17	9	34	13	84
<del>XXXX</del> Anand	-	-	-	-	20	20	3	43
Total	34	51	35	82	64	115	49	430

14.

The table shows that after the inauguration of Development Blocks in this district, the total number of youth clubs is 430 for 619 villages of six blocks. Hence 69.40% of the villages have such mandals. This is an encouraging effort.

#### 6. Mahila Mandals.

As far as possible, each development block is given a woman social education organiser. She is expected to organise women for Mahila Mandals.

These groups bring together the women of community who learn how to improve their homes and look after children. The women are also taught knitting, tailoring and other craft work. They are also taught the decoration of homes, home economics, clean-house drives, nutrition, balance diet and

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14. From the questionnaire blanks.



elementary household skills, cultural programmes are also organised by them. Literacy programme is also arranged for women. 50% grants are paid to these mandals. A record is kept by the Secretary of the mandal. The following data shows the number of Mahila Mandals which have been set up yearwise in the blocks of Kiara District.

Table No.13

Statement showing the No. of Mahila Mandals established year-wise in the Blocks in Kaira District.

Name of Blocks.	No. of Mahila Mandals established yearwise							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	7	3	3	2	2	3	2	22
Mehmedabad	2	8	1	4	4	6	4	29
Kapadvanj	-	4	6	7	2	4	3	26
Balasinor	-	1	5	5	5	2	3	23
Thasara	-	-	6	8	3	16	9	42
Anand	-	-	-	-	37	2	8	47
Total	9	16	21	26	55	33	29	189

15.

In the comparison to Youth Clubs, the Mahila Mandals are less in number. The causes of these are explained in observations and suggestions. Thus about 30.50% of the



villages have such mandals in block-areas of this district.

### 7. Farmers' Club:

It is also the duty of Social Education Organiser to organise Farmers' Clubs. ~~By~~ By such organisations, farmers come together and ~~ex~~ exchange ideas about matters of common interest. Suitable programmes, contents and advice about methods of agricultural development are planned and discuss the use of better seeds and fertilisers. The Gram Sevak acts as a secretary of their monthly meetings. Thus they are responsible for undertaking agriculture or allied projects.

Table No. 14

Statement showing the number of Farmers' Clubs established yearwise in the blocks of Kaira District.

Name of Blocks	No. of farmers' club established yearwise							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	11	4	3	4	14	65	-	101
Mehmedabad	7	-	-	12	4	52	-	75
Kapadvanj	2	13	3	17	5	22	-	62
Balasinor	-	8	9	10	10	49	12	98
Thasara	-	-	5	17	18	10	10	60
Anand	-	-	-	-	27	51	-	78
Total	20	25	20	60	78	249	22	474

16.

16. From questionnaire blanks.



Out of 619 villages of six blocks, there are 474 Farmers' clubs. This is really larger than even youth clubs. This is really an encouraging affair. Thus 76.60% of the villages have such clubs in block-areas.

#### 8. Bhajan Mandals:

This is an useful mean of bringing people together wherever there is a tradition of having such mandals. The S.E.O.s are encouraging the people for establishing these mandals and 50% grant is paid to such mandals for their activities by Blocks. These mandals also give the programme of bhajans. The following table shows the number of Bhajan Mandals established in Development Blocks in Kaira District.

Table No. 15

Statement showing the number of Bhajan Mandals established yearwise in Development Blocks in Kaira District.

Name of Blocks	No. of Bhajan Mandals established year-wise.							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	-	91	17	-	-	-	-	108
Mehmedabad	-	67	9	-	-	-	-	76
Kapadvanj	-	71	16	26	15	8	6	142
Balasinor	-	35	24	27	5	3	2	76
Thasara	-	48	48	-	-	-	-	96
Anand	-	-	-	-	7	8	-	15
Total	-	312	114	33	27	19	8	513

17. From questionnaire blanks.

17.



Mostly, in all villages of blocks except Anand block, bhajan mandals were established during the review period. Totally 513 bhajan mandals are established in 619 villages of six blocks. This amounts to about 82.9% of the villages have such mandals.

Looking at the table some blocks have smaller number of bhajan mandals but it may be due to the smaller number of villages in the blocks.

#### 9. Community Centres:

Community centre is a meeting place, where all members of the community irrespective of caste, colour or creed can gather together for carrying out various activities for the development and betterment of the community.

It is found that at these centres, cultural and recreational activities, indoor games, craft activities, discussion groups etc. are organised. So these centres provide home for various social education activities. 50% grants are paid for the various activities of such centres.

The organisation of such centres is carried out by dual agencies in this district like (A) by the education Department and (B) by Blocks.

#### A. Organisation of community centres by the education Department:

The Education Department has also encouraged the organisation of community centres under some of



its

schemes. It has encouraged the utilisation of primary schools as community centres after school hours since 1959 in this district.

Table No.16

Statement showing the number of community centres organised and grants paid by Education Department in this district.

Name of Taluka	No.of community centres set up yearwise		Grant paid yearwise in Rs.	
	59-60	60-61	59-60	60-61
Anand	2	2	200	39
Palasinor	1	1	100	38
Borsad	2	2	200	87
Cambay	1	1	100	1
Kapadvanj	2	2	200	48
Matar	1	1	100	16
Mehmedabad	1	1	100	50
Nadiad	2	2	200	76
Petlad	1	1	100	14
Thasara	1	1	100	50
Total	14	14	1400	419

18.

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18. From the records of Educational Inspector's office, Nadiad.





Fig. 6. Showing the various types of activities organised at Community Centre.



Looking at the above table, it seems that the number of such centres has neither increased nor decreased.

For the year 1959-60, each centre was given a grant of Rs.100 while in the year 1960-61, each centre was given different grant. In this year only maximum grant of Rs.50 was given per such centre and it was decided by the Education Department.

Thus the Education Department has encouraged the utilisation of primary schools as community centres recently.

B. Organisation of community centres by Blocks:

It is the duty of social education organiser to organise community centres in his block. This centre may be started in any available place like dharamshala, gramchora or a room of school. Several pacca buildings for community centres are also constructed with villagers' contribution.

Table No.17

Statement showing the No. of Community centres organised yearwise in Blocks.

Name of Blocks	No. of community centres organised yearwise							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	8	58	63	17	41	2	3	192
Mehmedabad	7	17	2	1	4	-	-	31
Kapadvanj	7	2	-	19	1	45	14	88
Balasinor	-	-	15	16	16	1	3	51
Thasara	-	6	8	5	-	4	2	25
Anand	-	-	-	-	-	-	3	3
Total	22	83	88	58	62	52	25	390

2719.



After the inauguration of Blocks in this district, 390 community centres were organised in 619 villages of six blocks in rural areas. Good attempt was made in Nadiad and Kapadvanj Blocks.

Thus there are 404 community centres organised by both the agencies. This means that 42.7% of the villages have such centres in the whole district.

Looking at the both tables, we find that majority of community centres had been set up in the Blocks.

10. Recreational and cultural activities:

A constant complaint in all literary classes was that the adults were not attracted to the classes and their interest was not maintained for a sufficient time. So it was not possible to educate them by mere routine classroom methods. So in the new concept of social education, recreational and cultural activities found place for attracting the adults and maintaining interest in classes. These activities, in addition to giving them recreation, are also useful in transmitting to them cultural and social training. So both agencies are trying to organise such programmes including dramas, dialogues, folk songs, folk dances, bhajans, film shows.

A. Recreational and cultural activities organised by Regional Social Education committee in Kaira District.

In order to make social education work interesting, the regional social education committee has tried to organise programmes including dramas, dialogues,



folk-songs, bhajans etc. in social education classes. It has also tried to arrange film shows and to provide gramophones with selected records. The following data show the progress of it.

Table No.18

Statement showing the No. of cultural and recreational programmes organised by Regional Social Education committee in this district.

Year	No.of recreational and cultural programmes organi- sed.
1951-52	No data is avail- able
1952-53	"
1953-54	"
1954-55	"
1955-56	"
1956-57	462
1957-58	252
1958-59	271
1959-60	203
1960-61	188

20.



The initial enthusiasm of Regional Social Education Committee in this matter seems to be declining.

B. Recreational and cultural programmes organised in Development Blocks:

After the inauguration of development blocks in this district, such programmes were organised in the blocks after the appointment of S.E.O.s.

To organise these programmes is the responsibility of S.E.O. These activities provide good means of establishing contacts with the villagers and of arousing their interest. They are also useful for promoting cultural and social values. They also influence the emotions and the mind of people.

In block-areas, folk dances, folk dramas, bhajans, songs, kathas, kirtans, Garba competitions, filmshows, physical welfare activities were organised by the S.E.O.s in their respective blocks. Each block is provided with cinema equipment. Film shows shown were on Agriculture, Cooperatives, Health and Sanitation, Prohibition, Development work, Small Savings etc.

In physical welfare activities, sports, games akhadas were organised for creating friendly atmosphere and team-spirit. The following data show the number of recreational and cultural programmes organised in development blocks.

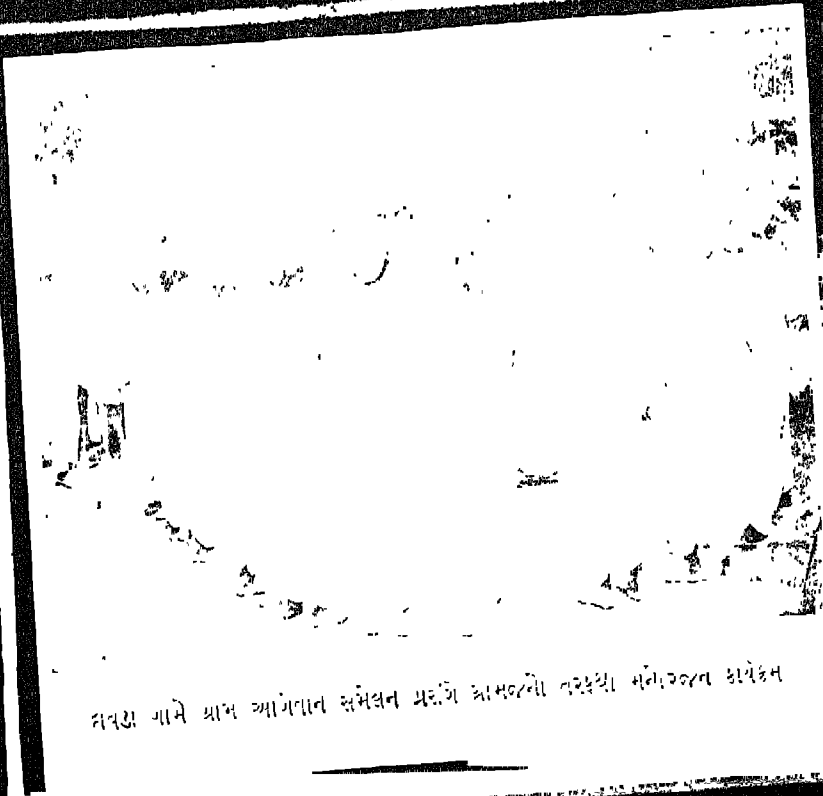
Table No.19

Statement showing the No.of recreational and cultural programmes organised in blocks of this district.





સાવણ ગામે મહિલાઓનો મનોરંજન કાર્યક્રમ



સાવણ ગામે ગ્રામ આગવાન સમિતીના પ્રમુખે કામગીરી પરથી મનોરંજન કાર્યક્રમ

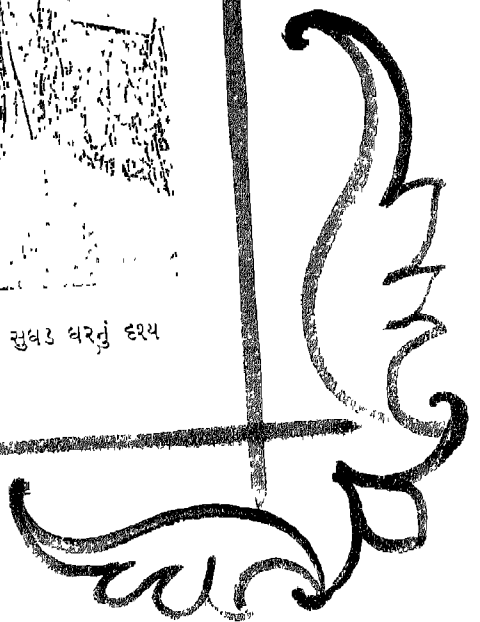




ચકલાશી ગામે પ્રદર્શનમાં ફૂલડે ધરતું એક દર્શક



ચકલાશી ગામે ચોળવામાં આવેલ પ્રદર્શનમાં સુધડે ધરતું દર્શક





Name of Blocks	No. of Recreational and cultural programmes organised yearwise							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	37	82	65	85	81	105	14	469
Mehmedabad	7	47	92	79	89	52	188	544
Kapadvanj	4	49	47	158	116	34	15	423
Balasinor	-	35	8	46	56	41	52	238
Thasara	-	15	26	7	12	36	28	134
Anand	-	-	-	-	221	60	202	488
Total	48	228	238	375	575	328	499	2291

21.

Looking at the table, we find that initially there is a rise in this activity but after sometime there seems some slackness in this activity.

Looking at the activities conducted by both agencies, it can be clearly seen that the work done by blocks is better than that done by Regional Social Education Committee.

#### 11. Exhibitions:

We know that no environment is so poor as to afford no material of value and none is so rich as to require no supplementation. This shows the need of exhibitions.

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21. From the questionnaire blanks.



Posters, models and other educative materials may be exhibited. All materials relating to better agriculture, ~~health~~ health, sanitation, rural arts, crafts, cattle etc. are exhibited in a comprehensive manner. These are useful for propagating new ideas in village folk.

Attempts were made by the S.E.O.s for organising exhibitions in their blocks in this district. The following figures show the number of exhibitions organised in block-areas.

Table No.20

Statement showing the No. of exhibitions organised in block-areas of this district.

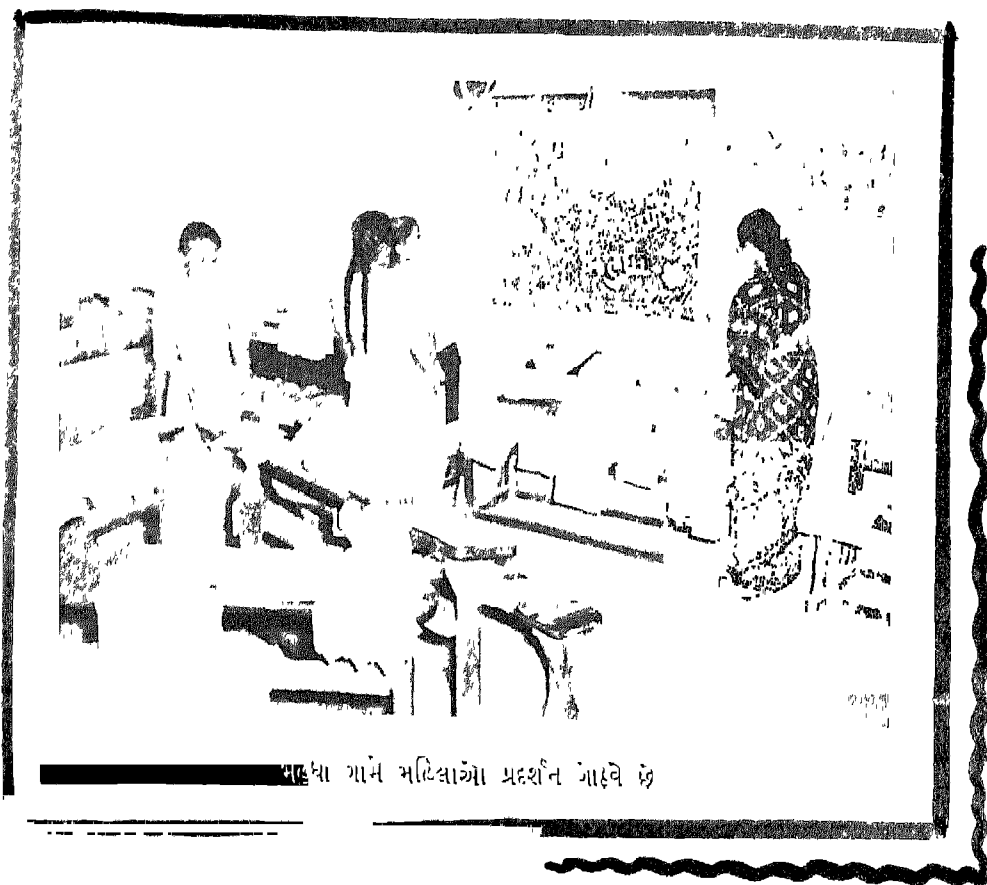
Name of Blocks	No.of Exhibitions organised yearwise							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	9	7	5	8	4	5	14	52
Mehmedabad	-	-	-	-	7	6	-	13
Kapadvanj	2	3	5	10	11	8	12	51
Balasinor	-	-	-	-	11	4	1	16
Thasara	-	-	1	-	1	1	3	6
Anand	-	-	-	-	1	2	16	19
Total	11	10	11	18	35	26	46	157

22.

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22. From questionnaire blanks.





મહાધા ગામે મહિલાઓ પ્રદર્શન જોઈએ છે







મહુવા ગામે  
મધીદળની પ્રવૃત્તિ  
ગલીવાડી પ્રદર્શન

કરિયાની ગામે પશુપ્રદર્શનનું  
નિર્માણ કરતા બિડલા કલેક્ટર  
શ્રી દિગ્ગિયા



૭૭૭





The table indicates that the number of exhibitions organised in block-areas was increasing except in the year 1959-60. In the blocks of Nadiad and Kapadvanj, regular attempts were made for organising them. In Thasara, it seems, poor attempt was made for organising them. After the inauguration of blocks in this district, 157 exhibitions were organised.

## 12. Radio sets and Radio-listening groups:

Radio is an important aid in the field of social education. All India Radio with its special programmes has also been rendering valuable service in the field of social education.

Programmes for women, children, farmers and villagers in general and industrial workers are broadcasted from the Broadcasting stations.

So Radio sets have been installed in some villages of this district. It is the duty of the S.E.O. to organise Radio-listening groups under local leaders.

Table No.21

Statement showing the No. of Radio sets installed yearwise by Blocks.

Name of Blocks	No. of Radio sets installed yearwise							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	-	9	1	-	-	-	-	10
Mehmedabad	7	10	3	-	-	-	-	20
Kapadvanj	-	-	-	18	3	-	-	21
Balasinor	-	-	14	16	-	-	-	30
Thasara	-	26	12	-	-	-	-	38
Anand	-	-	-	-	-	-	-	-
Total	7	45	30	34	3	-	-	2 119

23. From the questionnaire blanks.



After the inauguration of blocks in this district, 119 radio sets were installed in block-areas.

From 1958-59, this work is done by Rural-broadcasting department. So the radio sets had not been installed by block agency.

There were as many radio listening groups organised as there were number of radio sets installed.

### 13. Training Camps:

Community development is through the efforts of the community. The S.E.O. has to find out existing leaders to take the charge of various activities of social education. The training for village leaders for leadership is arranged by training camps.

So attempts were made by the S.E.O.s of this district for organising training camps for leadership training in their respective blocks. In these camps, the village leaders are taught the skills of organising the activities. The local leadership is stimulated and developed by these camps.

The following table shows the number of such training camps organised by the S.E.O.s in this district.



Table No. 22

Statement showing the No. of Training Camps Organised yearwise in Block-areas.

Name of Blocks	No. of training camps organised yearwise						Total
	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	5	6	18	-	6	12	47
Mehmedabad	-	1	2	13	5	-	21
Kapadvanj	2	2	11	6	6	9	36
Balasinor	-	-	3	9	-	1	13
Thasara	-	1	2	6	8	14	31
Anand	-	-	-	8	-	14	22
Total	7	10	36	42	25	50	170

24.

The table shows that the maximum number of training camps were organised in 1960-61 and the minimum was in the initial stage.

After the inauguration of blocks in this district, totally 170 training camps were organised. From the table, it seems that good attempt was made in Nadiad block and poor attempt was made in Balasinor block.

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24. From the questionnaire blanks.



14. Celebration of social education day:

For popularising social education movement, first December of every year is celebrated throughout this district as social education day. The day is observed by organising Prabhat ferries, processions, public meetings, sanitation drives, literacy campaigns and exhibitions. The day is being utilised in doing the propaganda for social education work and for collection of funds to meet the expenditure incurred after social education work. Mostly students of primary and secondary schools and their teachers and some social education workers participate in this ~~xxx~~ celebration and funds are collected on this day.

This day is observed by both agencies viz. Regional Social Education Committee through their classes and Blocks. In Block areas, the S.E.O.s of the concerned blocks celebrate this day with the cooperation of village level workers and teachers.

15. Social Service Activities:

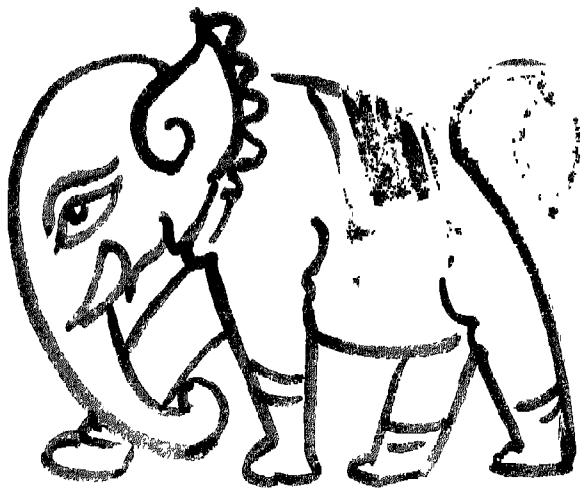
There are also a number of items that the people can organise with mutual help.

In block-areas, social service activities were also organised during review period.





મોદળેલ ગામે શ્રમયજ





Gram Sudhar Saptah, Harijan Saptah, prohibition week etc. were also celebrated in block-areas.

Several shramdan Yagnas had been organised under the guidance of the Social Education Organisers. Gram safai programmes were also organised.

#### 16. Study Tours:

Study tours give real and first hand experiences. By conducting these, cooperative attitude is developed. These study tours are conducted to see factories, historical places, development works and projects. The following table shows the number of study tours organised yearwise in block areas of this district.

Table No.23

Statement showing the No. of study tours organised yearwise in block areas

Name of Blocks	No. of study tours organised yearwise							Total
	54-55	55-56	56-57	57-58	58-59	59-60	60-61	
Nadiad	-	-	-	-	-	2	2	4
Mehmedabad	-	-	-	-	3	2	-	5
Kapadvanj	-	-	-	-	-	1	-	1
Balasinor	-	-	-	3	2	-	-	5
Thasara	-	-	-	1	-	2	1	4
Anand	-	-	-	-	1	1	1	3
Total	-	-	-	4	6	8	4	22
								25.

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25. From the questionnaire blanks.



Several study tours of farmers were organised and they visited important development plans. In some cases, Social Education Organisers and Agricultural Officers were also sent.

The table indicates that effort made in this direction is poor. After the inauguration of blocks in this district, only 22 study tours were organised.

17. ~~Expenditure~~  
~~Expenditure~~ on Social Education:

The financial aspect of social education has also to be carefully studied. Every progressive activity is always in need of large funds. The demand for various activities of social education can be only measured and evaluated when we see the expenditure incurred on these activities.

The expenditure also sometimes is borne by people in social education work. But statistical figures are not available. The larger part of expenditure for social education is covered by the Government.

The following tables show the expenditure met by both agencies.

(i) Expenditure on Social Education by blocks:

Table No. 24

Statement showing the expenditure in rupees on Social Education by Blocks.





The Government looks after each block in the justifiable way by looking at its multiple number of units.

So variations in figures are due to this aspect.

(ii) Expenditure on Social Education by Regional social Education committee and Education Department.

Table No.25

Statement showing the expenditure on Social Education by Regional Committee and Education Department.

Year	Grant paid for classes by R.So.Ed. Committee Rs.	Grant paid for libraries by Ed.Dept. Rs.	Expenditure for train- ing by Ed. Dept. Rs.	Grant paid for commu- nity cent- res by Ed. Dept. Rs.	Total Expen- dit- ure Rs.
1951-52	14164	3057	595	-	17816
1952-53	17671	2967	375	-	21013
1953-54	9849	2899	295	-	13043
1954-55	9533	7830	1200	-	18563
1955-56	9679	8789	775	-	19243
1956-57	8178	9737	580	-	18495
1957-58	7055	9783	635	-	17473
1958-59	6563	11704	705	-	18972
1959-60	5753	17427	925	1400	25505
1960-61	2814	17001	-	419	20234
Total	91259	91194	6085	1819	190357

27.

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27. From the reports of Regional Social Education committee and records of Educational Inspector's office, Nadiad.



From the table, it seems that total expenditure per year has more fluctuations meaning thereby that it increases and also decreases. The expenditure on classes has significantly decreased while that of libraries has significantly increased.

K From both the tables, it is clear that money spent by blocks is much more than that spent by Regional social education committee and education department. It is due to various types of social education organisations as Mahila Mandals, Youth clubs, Bhajan Mandals etc. 50% grant is paid to all these organisations.

#### IV. The Personnel of Social Education and their Training:

##### 1. The personnel of Social Education:

For the administration and organisation of social education work, the personnel is required. The personnel of it can be of different categories. Some are partly paid for their job and some are full time workers. Some are ex-officio members because of their holding some posts in the education department.

##### A. Part time workers:

There are part time workers of social education. A most important section of these workers are primary school teachers. Most of literacy work is done by them with some remuneration i.e. Rs.4/- per adult after his passing the first



test and Rs. 5/- per adult after his passing the second test.

The statement showing the number of primary teachers or other social workers who are conducting such classes is not given because the number of them is equal to the number of classes.

B. The staff of Educational Inspector's Office:

- (i) Education Inspector is also expected to do social education work. He holds meeting of the staff and the social education organisers of the blocks every month and discusses the problems of social education.
- (ii) Deputy Education Inspector is responsible for this work alongwith the primary education work.
- (iii) Assistant Deputy Educational Inspectors: Regional Social Education Committee has no field staff of its own. So the field duties are performed by A.D.E.I.s. of the district who are primarily meant for supervision and inspection of primary schools. Starting of social education classes, supervising them and holding tests are done by them. So social education work became an integral part of the primary duties of every A.D.E.I. in his or her area of about 50 villages.



To enable them to devote adequate time to this activity, their number was suitably increased and area entrusted to each of them was reduced. The following table shows the number of A.D.E.I.s. in this district.

Table No.26

Statement showing the No. of A.D.E.I.s in this district.

Year	No. of A.D.E.I.s.
1951-52	20
1952-53	20
1953-54	22
1954-55	18
1955-56	25
1956-57	34
1957-58	29
1958-59	30
1959-60	30
1960-61	31

28.



Table No.27

Statement showing the No. Primary schools before the First plan and at the end of first and second plan in this district.

Types of Schools	Before the First Plan	At the end of First Plan	At the end of Second plan
Primary	1057	1172	1557

There are 38 posts for A.D.E.I.s. in this district. 7 posts, remained vacant. It is due to pay scale. After the~~xx~~ recommendations of the integration committee, Bombay Government had improved the pay scales of secondary school teachers. So some A.D.E.I.s. left the posts and new ones did not join.

Now looking at the table No.27, it seems that the number of primary schools have increased enough during the decade.

Looking at table No.26, the increase in the number of A.D.E.I.s is apparently due, to the increase in the number of primary schools and inspection work. So social education which is an integral part of the primary duties of every A.D.E.I. has



to suffer. Most of his or her time is spent in inspecting primary schools and office work. So the number of A.D.E.I.s. is not adequate for spreading social education work.

Now the ratio of the number of A.D.E.I.s. to the number of primary schools shows no change in it. It remains 1:50 even at the end of the decade. Thus social education is an extra ~~burden~~ burden on A.D.E.I.s. Hence our conclusion is that the social education suffers on the whole is quite reasonable.

C. The staff of Development Blocks:

(1) The village level workers:

In block areas, the village level workers are responsible for ~~primary~~ primary contacts with the people in the field of social education as in other field. There are two types of such workers- Gram Sevaks and Gram Sevikas.

Gram Sevaks:

They are multipurpose workers in their villages concerned. They act as the link between the ~~the~~ block people and the block staff. They are the common agent for spreading social education activities

111

alongwith other development programmes.

Gram Sevikas:

They work with rural women. The Gram Sevika teaches rural women better methods of house-keeping, facts about nutrition and balanced diet, the art of cooking, home decoration and advises them about maternity problems, child-care etc.

Table No. 28

Statement showing the No. of Gram Sevaks and Gram Sevikas in Blocks in 1960-61 in this district.

Name of Blocks	No. of Gram Sevaks	No. of Gram Sevikas
Nadiad	25	5
Mehmedabad	15	3
Kapadvanj	22	2
Balasinor	10	2
Thasara	17	3
Anand	27	5
Total	116	20

29.



During the period under survey, there were 6 blocks doing the social education work.

In these blocks, the above no. of Gram Sevaks and Gram Sevikas were on staff from 1958-59 to 1960-61.

The number of Gram Sevaks and Gram Sevikas in each block is varying, because it depends on the multiple number of units allotted to each block. So there is a fixed number of Gram Sevaks and Gram Sevikas for each block. The number of Gram Sevikas is not adequate. Two or three or five Gram Sevikas ~~work~~ in the whole block cannot do satisfactory work with women folk.

(ii) The Social Education Organisers:

The social education organiser who is the member of the block-team, is the backbone of the social education personnel. Each development block has two Social Education organisers- one male and the other female.

Male Social Education Organiser:

Male Social Education Organiser as a member of the block-team has two fold functions:

- a) as a member of development team; and
- b) his own particular sphere, i.e. social education field which includes the following:
  - 1) to stimulate the process of community



organisations as youth clubs, mahila mandals farmers' clubs, bhajan mandals, community centres,

2) to organise literacy campaigns, literacy and post literacy classes, training courses for the teachers for literacy classes, radio-listening groups, programmes promoting health education and citizenship education,

3) to assist in communication of ideas to the people through use of various audio-visual aids for effective propagation of the programmes of community development among the villagers,

4) to organise and encourage recreational and cultural activities such as folk dances, dramas, kathas, kirtans, bhajans, exhibitions, physical activities like games, sports and akhadas,

5) the administrative duties of social education programme. He organises all the activities with the help of Gram Sevaks and Gram Sevikas,

6) to organise training camps for village leaders and social education workers and

7) to organise follow-up activities with a view to preventing relapse into illiteracy and ignorance such as bulletins, establishing libraries etc.



Female Social Education Organiser:

In each block, a female social education organiser is appointed to look after the social educational problems of women and children. She is mainly concerned with the organisations of women and their problems. She organises craft centres for them as knitting, tailoring, craftwork, discussion groups for home improvement, maternity and child-welfare work and literacy classes for women. These are the main activities of lady Social Education Organiser.

Table No. 29

Statement showing the No. of Social Education ~~Officers~~ Organisers during 1960-61 in this district.

Name of Blocks	No. of Social Education Organisers	
	Male	Female
Nadiad	1	1
Mehmedabad	1	1
Kapadvanj	1	1
Balasinor	1	1
Thasara	1	1
Anand	1	-
Total	6	5



During 1960-61, six blocks were doing social education work. There is provision of two Social Education Organisers in each block- one male and the other lady. During this year, the post of lady Social Education Organiser in Anand block was vacant.

2. The Training of the personnel of Social Education work:

As the training is necessary in every walk of life, so is the case with the personnel of social education. The personnel of it can do their work with understanding, intelligence and efficiency only when they are trained for it..

A. Training of Teachers for social education work:

According to the new concept of the term social education, it is not an easy task as its scope is much wider than literacy. So it requires not only knowledge of subjects but also the capacity on teacher's part to win the confidence and interest of adults and to make use of methods of approach which appeal to them.

So special courses are organised for training of teachers who are conducting social education classes by the Education Department and by the Social Education



Organisers in the blocks.

(1) Training courses organised by Education Department:

The Education Department has been holding regular training courses during vacations for teachers who are conducting classes in this district in the Government Training college at Kathalal with the help of its staff. The duration of the course is of a fortnight. Each trainee is paid Rs.20/- as stipend which he has to refund if he does not make literate at least ten adults after getting the training. The Instructors of this training course are paid an additional remuneration of Rs.25.

Table No.30

Statement showing the No. of classes, trainees and expenditure met by Education Department.

Year	No.of training classes	No. of trainees	Expenditure Rs.
1951-52	1	27	595
1952-53	1	15	375
1953-54	1	11	295
1954-55	2	56	1200
1955-56	1	35	775
1956-57	1	29	580
1957-58	1	27	635
1958-59	1	26	705
1959-60	1	37	925
1960-61	-	-	-
Total	10	263	6085

31.

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31. From the records of Educational Inspector's Office, Nadiad.



During the decade, 10 courses for training the primary teachers for social education work were organised in this district. The total number of trainees who joined the courses was 263 and total expenditure met by the Education Department for training was <sup>Rs.</sup> 6085, during the decade.

The number of trainees is not adequate in comparison to the amount of illiteracy prevailing in this district. Still however something is better than nothing.

(11) Training courses organised in Blocks:

Table No. 31

Statement showing the No. of training courses organised for primary teachers in blocks with the No. of trainees.

Name of Blocks	54-55	55-56	56-57	57-58	58-59	59-60	60-61
Nadiad	-	1 (43)	1 (44)	-	1 (50)	1	1 (97)
Mehmedabad	-	-	-	-	-	(50)	-
Kapadvanj	-	-	-	-	-	-	-
Balasinor	-	-	-	-	-	-	-
Thasara	-	-	-	-	-	-	-
Anand	-	-	-	-	-	-	-
Total	-	1	1	-	1	1	1

Grand Total = 5.



From the table, it seems that regular attempt was made in Nadiad Block only.

In Mehmedabad block, one orientation camp was organised wherein 50 primary teachers deputed from different blocks of Kaira district, were imparted training for one month.

A mass literacy campaign was organised in block-areas in 1959-60 in this district. So a training camp for three days in each block was organised to train the workers for conducting the classes under the scheme of mass literacy campaign.

B. Training of village level workers:

(1) Training of Gram Sevaks:

During the year 1960-61, there were 116 Gram Sevaks in six blocks and all of them were trained.

The Gram Sevaks are given training in Agriculture, Animal husbandry, Dairying, Veterinary science, plant protection, health, hygiene, sanitation, social sciences, social education, civics, Gram panchayats and cooperation. X For this Extension training centres were started by the Ministry of community Development and cooperation.



In this district, Extension training centre for training Gram Sevaks was started at Krusi Govindyabhavan, Anand, from 1952. The following data show the work done by this centre.

Table No. 32

Statement showing the duration of course and the number of successful trainees.

Sr. No.	Duration of course		Name of course	Successful candidates
1	16-6-52	to 14-12-52	6 months	No. exam,held (10)
2	15-12-52	to 14-3-53	3 "	31
3	15-3-53	to 14-6-53	3 "	30
4	1-7-53	to 30-9-53	3 "	39
5	19-10-53	to 18-1-54	3 "	18
6	21-12-53	to 18-1-54	1 "	7
7	19-10-53	to 30-9-54	12 "	58
8	1-10-54	to 31-3-55	6 "	18
9	16-4-55	to 30-9-55	6 "	16
10	16-4-55	to 31-3-56	12 "	58
11	4-1-55	to 31-3-56	6 "	18
12	16-4-56	to 30-9-56	6 "	6
13	16-4-56	to 31-3-57	12 "	66
14	5-11-56	to 31-3-57	6 "	26
15	16-4-57	to 31-3-58	12 "	92
16	16-4-58	to 8-10-58	6 "	106
17	20-10-58	to 31-3-59	6 "	41
18	15-4-59	to 30-9-59	6 "	38
19	15-3-59	to 14-3-61	2 years	53
Total				<u>721</u>

33.

33. From the Office of Extension Trg.Centre for Gram Sevaks, Anand.



Looking at the table, it seems that duration of training course is variable. From 1959, they are given two-years integrated course of training. After starting this centre in this district, 721 candidates passed in the examination held by this centre.

(ii) Training of Gram Sevikas:

During the year 1960-61, there were 20 Gram Sevikas in six blocks and all of them were trained.

Extension training centres, run by Kasturba Memorial Trust, spread over the different linguistic regions of the country, give training to women selected for village level work as Gram Sevikas. The course is of 10½ months. These centres are attached to Home Science Wings. In this district, there is no such Extension training centre for Gram Sevikas.

C.

Training of social education organisers:

During the year 1960-61, there were 11 Social Education Organisers in six blocks. There were 6 male and 5 female Social Education Organisers. Out of six male Social Education Organisers all were trained while out of 5 lady Social Education Organisers only 2 were trained. This shows that lady Social Education Organisers either not permanent or not willing to continue their job due to personal reasons of marriage, family etc.



The job of social education organiser involved motivating, organising and educating people for community development. This implied the possession of certain attitudes and skills which could be developed through training. After the selection, the social education organisers are sent for training at social education organisers' training centre.\* Recently the number of such training centres in India is 14. The training course consists of both theoretical training and field work in villages. Duration of training period was 5 months for male social education organisers and now it is of 5½ months.

In this district, there is no such training centre. The social education organisers of this district took training at Baroda and at other centres.

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\* See Appendix 1.



V. Work-load of the social education organiser:

The duties of the social education organisers are varied but for convenience they may be divided into three parts, namely-field duties, office work and meetings. Field duties consist of executing and initiating social education programmes in villages to achieve the targets laid down. Office work consists of file work as related to above including progress reports and reports of the achievements made.

The meetings include with officers, colleagues, sub-ordinates and villagers.

The following table shows the way in which social education organisers distribute their time between field & duties, office work and meetings.

Table No. 33

Statement showing the time spent in percentage of their job-time by the social education organisers on field duties, office work and meetings.

Sr. No. of S.E. O.s. respon- ded	Time spent in percentage of job-time		
	Field duties	Office work	Meetings.
1	56	40	4
2	50	40	10
3	50	40	10
4	52	36	12
5	54	36	10
6	60	35	5
7	58	34	8
8	60	30	10
9	50	40	10
10	50	40	10
Average	54%	37%	9%

34.

34.From questionnaire,form B.



Out of 11 social education organisers in 6 blocks, 10 responded.

The average time spent on each of these duties by the social education organisers is as under:

Field duties- 54% of his job time.

Office work - 37% "

Meetings - 09% "

This shows that more of his time is spent on field duties.

The following are the field duties in which the social education organisers are engaged.

Field duties:

Publicity of Five-year plan, organisation of social education classes, drives of agriculture department, cultural and recreational activities, youth, children and women welfare activities, training camps for village leaders. Youth clubs, organisation of community centres and information centre at the block-office, libraries, conducted tours, citizenship training, audio-visual aids etc.

Office work:

The social education organiser not only works in the field but he has to look after office. He has to dispose of papers containing social education, submit report on the progress of social education and other duties entrusted to him. The detail of this work is as under:-

Disposal of papers concerning social education, monthly progress report, quarterly progress report, annual progress



report, statements of youth clubs, small savings, tour programmes and their reports, placing orders and making purchases, work concerning libraries and publicity materials, framing targets and budget, making charts and decorating information centre etc.

#### Meetings:

The Social education organiser has to meet his subordinates, colleagues and officials for discussing and executing the programme to be carried out by him. He has to attend two types of meetings:

##### a) Meetings at Block level:-

He has to attend a staff meeting and block Advisory committee meeting.

##### b) Meetings at District level:

He has to attend meetings with district planning officer and with district education Inspector.

Over and above, he has ~~to~~ to supervise field workers, viz. Gram Sevaks, Gram Sevikas, Adult teachers, Panchayat secretaries etc.

#### Coverage:

Each block under survey is provided with one male social education organiser and the other female social education organiser. The female social education organiser looks after social education work so far it relates to women and children. The male social education organiser is in the charge of whole area of the block. It is found that there is no division of area of the block.



Thus each social education organiser had in his charge, an average of 103 villages spread over about 200 square miles with a population of about 1,63,602 persons.

In response to the questions given below, the answers were as under (out of 11 social education organisers, 10 responded in 6 blocks)

Q. Do you take part in village social, cultural and recreational activities?

Never	Occasionally	About half the time.	Usually	Always
-	1	-	5	4

50% of the social education organisers reported that they did take part in these activities usually, 40% of them reported that they did so always while 10% of them reported they did so occasionally.

As per duty, he has to attend such activities always; but many times considering the wide field of activities and so many engagements inside and outside, the block activities, he may not be able to attend over-lapping and consecutive activities.

Q. How many night halts do you make in villages for social education programmes in a month?

All the six male social education organisers reported 10 night halts while 4 female social education organisers reported 5 night halts.

So from this, it is clear that every male social education organiser has to make at least 10 night halts while female



Social education organiser has to make at least 5 night halts in villages in a month for the social education programmes as per duty. Sometimes the number of such halts will be more also.

#### Conclusion:

The social education organiser is the backbone of social education personnel. He is multipurpose worker receiving training in Agriculture, Animal Husbandry, public health, cooperation and social education. He has to play two roles- a special role in the field of social education and an integrated role. In the integrated role, he has to help different Extension Officers- ~~xxx~~ health officer, agriculture officer, officer of panchayats and cooperation at the block level and to prepare psychological background for their programmes.

In the field ~~xx~~ of social education, he has to play an important role. The field of ~~xxxx~~ social education is very wide. The male social education organiser is in the charge of whole block. Most of his job-time is spent in field duties. He is over burdened with the field duties. Moreover, he is also busy with the table work. He cannot attend the cultural and recreational activities as overlapping and consecutive activities. He has to make at least 10 night halts in villages in a month also. He has in his charge an average of 103 villages spread over 200 ~~sq~~ square miles.



Female social education organiser has limited work relating to women and children. There is no division of area of the block. So the male social education organiser is suppressed by the wide activities of his own work and a team-work.

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## CHAPTER VII

### OBSERVATION AND SUGGESTIONS

#### Introduction:

The work on the problem has led<sup>to</sup> some serious thinking regarding the future line of action for enhancement of social education movement. The necessity and requirements of social education are proved beyond doubt. For the development healthy democratic society, this is one of the items of great importance. The work done in the previous chapters throws light on the history, the meaning, objectives, administration, content and working and suitability etc.

In this chapter, an effort has been made to critically review the study in the previous chapters and necessary suggestions have been humbly made so that the future work may be accelerated for the betterment of the people of India in general and Kaira District in particular. It is hoped that some of the suggestions recommended herein may find a place somewhere by the authorities in charge of such activities



to enable the better and smooth working of this social education movement.

A. Various social education tools and Activities:

1. Social Education classes:

Observations:

- (a) A view at the progress of classes, enrolment and the number of adults passing the tests, shows that there is an increase in the above mentioned items from the year 1951-52 to 1955-56. But in the years to follow there is a significant decrease in the number of classes, enrolment and the adults passing the tests. These results are not something about which we can congratulate ourselves however it is good as something is better than nothing.

Though there are two agencies working <sup>in</sup> this field, there is decrease in the above items. The work done by Education Department has significantly decreased after the inauguration of Development Blocks in this district. The efforts of blocks is greater than that of Education Department in this aspect.

(b). Work among women:

As far as women are concerned, the picture is quite unsatisfactory. Only 12% of the total adults passing both the tests by Regional Social Education committee, happen to be ladies while in block-areas it is only 7%. This result is insignificant and not enthusiastic.



(c) Wastage:

During the last decade, 99,849 adults were enrolled in social education classes organised by both agencies in this district. But only 31,593 adults passed the tests, meaning thereby that 68,256 adults either failed or left their studies. This amounts to the fact that approximately to more than 68% have wasted their education. This is an educational wastage in social education.

(d) Post literacy effort:

It is observed that only 23% of the adults passing Test I, were enthusiastic to carry forward their studies for Test II. The adults passing Test I are likely to relapse into illiteracy.

The general experience of field workers is that there is large percentage of relapse into illiteracy. It is difficult to mention specific percentage of relapse into illiteracy. A Jamia Millia study in this aspect mentions about 60% of relapse within one year while another in Rajkot reports that there was 20% total relapse and 50% partial relapse in a period of one to three years.

So organisation of stage II classes (post literacy classes) is more important from this point of view otherwise literacy obtained with great effort is lost. So in this direction, the effort made is not encouraging.



Reasons for slow progress:

The retardness in the organisation of social education classes is due to the following factors:

1. Social education is voluntary and not legally compulsory.
2. There is not enough motivation to the adults for joining the classes.
3. Primary school teachers who have not much knowledge and experience of teaching adults have to do this work as others are not ready to do it.
4. Supervision and guidance of teachers conducting these classes is inadequate and unsatisfactory.
5. Problem of attendance is also serious one. This is due to the following:-
  - i) religious festivals and marriage ceremonies,
  - ii) domestic difficulties,
  - iii) unenthusiastic teacher and
  - iv) unenthusiastic adults.
6. Adults generally attend the classes after a day's labour, so they are tired and not attentive in the classes.
7. Orthodox and conservative systems like, caste, religious beliefs and attitudes also are hinderance to their joining the classes.
8. Casual quarrels among the villagers and social disharmony prevailing in the villages make the working of social education classes difficult.
9. The system of payment of remuneration of primary teachers is that what they will earn depends entirely upon the adults. If the cooperation is inadequate, even after



4 months' labour, they may not get satisfactory amount.

10. The amount of remuneration is also not attractive as to prompt suitable workers towards this work.

11. The main reasons for the lack of enthusiasm on the part of women can be cited as follows:-

- (i) Socio-economic conditions,
- (ii) Conservative ideology,
- (iii) Lack of women workers,
- (iv) Improper timing of the classes and
- (v) Due to quarrel with one another and caste, women don't like to sit together in the classes.

#### Suggestions:

1. There is neither any compulsion to make the illiterate people join the classes nor any financial assurance given to them as an incentive to join the classes voluntarily. The illiterate people therefore have to be made conscious of intensive need of social education itself through propanganda work and intensive personal contacts. House to house contacts should be organised to motivate the illiterate people and even after they have been motivated to join the classes; the workers should continue the cultural programme to sustain the interest of the people in their studies which will also remove wastage in social education.

2. Primary teachers should be 'properly' trained so as to work efficiently. The teacher should ~~carefully~~ be tactful in working with adults, should carefully plan and prepare them to learn new ideas, honour their prestige and appeal their ~~xxx~~



desires, win their hearts and should work with missionary zeal and in spirit of social service.

3. There should be some good kind of supervision which would help the efficiency.

4. In order to raise the enthusiasm of teachers in their work in this field, it is suggested that they should be given more decent remuneration for the work. So that better teachers may be available.

5. Subject matters should have roots in every day life of the people. Fine theories will not do but some practical applications should be utilised. So the programme should be well graded and well planned looking to their basic needs.

6. In order that fatigue may not have its effect on attendance and attention, some recreational activities should be implemented.

7. Adults should be made aware of immediate usefulness of social education.

8. Proper methods and materials fitted to adults should be utilised in accordance with the psychology and basic interests of adults. Adults have maturity of mind, power of argument, feeling of ego and self respect. So one has to pay attention to it before coming into contact with them.

9. There are some parts of the year when adults are free without work. This time should be well utilised for the intensive work.

10. The atmosphere of the village should be made healthy and free from quarrels. Participation of village leaders and educated men should be secured before launching the



programme.

11. The Socio-economic conditions of the people should be improved.

12. The men-folk should be persuaded to remove the orthodox views and send their wives and sisters to social education classes. In order to make the movement successful, initiative has to be done amongst women because it is said that to teach a boy, is to educate the "boy" only but to teach a girl is to educate the "family". Moreover economic development is retarded by prejudices, ignorance, superstition which are due to the illiteracy among women. In every civilization, the social evolution depends mainly on the evolution of women who as wives and mothers can hasten or retard the progress.

13. Women should be motivated to join the classes.

14. There should be enough women teachers for conducting social education classes for women.

15. The social education classes for women should be organised in the afternoon as they are free at that time. Evenings are not suitable to them as they are busy with their domestic work.

16. Social education is an integral part of community development programme. Now this means community uplift by community action. So if community efforts and community sacrifices are fully mobilised, the difficulties can be overcome. So it is suggested to rouse the people to a crusade against illiteracy, ignorance and social backwardness.

17. If we want to prevent the relapse of adults into



illiteracy after passing Test I, more number of post literacy classes (Stage II) should be organised. Otherwise energy, time and money spent on literacy will be wasted.

## 2. Literacy Effort:

### Observations:

1. Mass literacy campaign had been launched in this district during the year 1959-60 in block-areas to liquidate illiteracy but the result was the enrolment of 5953 adults and 3126 adults passed the literacy test. The result is not self-congratulating as compared to illiterate adults in this district.
2. The percentage of literacy in this district which was 20.10 in 1951 has risen to 36.13 according to the census of 1961. During the decade, the total number literates in this district has increased by 2,44,339 of which the contribution of both agencies has been 28,762 which roughly comes to nearly 11.7% of total increase in the number of literates. This, we feel, is somewhat satisfactory contribution.
3. Literacy effort in block-areas is greater than in non-block-areas.
4. But today, literacy part of social education receives less attention. At present, it seems that more importance is given to non-literacy programmes of social education. So literacy is flown to the winds. The sponsors of social education had never intended. As we know literacy programmes are dull and strainful while non-literacy programmes are



lively. So the non-literacy programmes have come into the forefront pushing aside the literacy programme in block-areas. There is also general tendency to give more importance to the non-literacy programmes.

5. Literacy Rate:

Literacy has gone up from 29.1% in 1951 to 36.13% in 1961 in this district while in India, it has gone up from 16.6% to 23.7%. So the literacy has risen at the rate of 0.7% a year both in this district and India. The progress of literacy is slow and inadequate. The present momentum of literacy effort in this district particular and in India general is woefully inadequate by the huge mass of illiterate humanity. With this rate, it will take a very long time to liquidate illiteracy and ignorance in view of the magnitude of work before us.

6. Reservoir of illiterates:

We should not be tempted with the rise in percentage of literacy. The number of those who could not read and write has gone up from 11,43,376 to 12,60,308 in this district while in India it has gone up from 248 millions to about 269 millions. So in India there are about 27 crores of people who could not read and write. What a gigantic and tremendous task before us. We have got a large reservoir of illiterates and whatever has been done so far hardly touches the fringe of the problem.

The population is growing fast- faster than the increase in provisions we make for educational facilities. So there is actually a race between the growth of population

11

and literacy. Population is growing at the disconcerting rate. The size of the illiterate population in India is ~~xx~~ swelling like a bacterial culture in a favourable medium.

7. Primary Education Scheme:

Article 45 of our constitution provides free, compulsory primary education. But yet it is not successful. Before the third plan, 40% of the pupils of age-group 6-11 years, could not join the schools. After the Third plan, it is expected that 20% of the pupils of the same group will not join the schools. Actually it will be more in numbers. In rural areas, due to poor condition, many parents yet do not send their children to schools. So the scheme of free and Compulsory Primary Education is not fulfilled. So many pupils are thrown upon societies as unlettered even to-day also. This also increases the magnitude of illiterates. So the problem of illiteracy would be still there for us to tackle.

8. Today it seems that educational leaders consider that they have done their duties in educational field in the country by universalising education at the primary stage.

9. We began this movement with mass effort. From the top, enthusiasm was seen in 1938 and so there was mass enthusiasm. Now what do we see today? In this problem, no mass enthusiasm is seen, it seems that it has been evaporated.

Suggestions:

1. India with 76.3% of her people illiterate, cannot march with developed nations. If India wants to succeed as a democratic nation, she must liquidate illiteracy from the land.

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work in country and community projects in particular will have to be greatly intensified to achieve total literacy for the Indian people.

2. If we want to build up successful democracy and to bring it into the hearts and minds of the people, it will not be achieved by the provision of primary education. So the international leaders and national leaders should take lead in this aspect by serious thinking.

3. No country, that wishes to develop, can afford to have large reservoir of illiterates. We hope our planners will make necessary changes in educational plan of the country. They should prepare a scheme of massive campaign to eliminate illiteracy so that the development plan can really achieve its purposes.

4. As there is a race between the growth of population and literacy, we should make an all-sided attack on mass illiteracy otherwise this problem will grow more and more difficult as time passes. Massive effort should be made and should create in the illiterates a thirst to learn. We should review our past efforts and reorganise them in such a way that can be more fruitful.

5. Literacy programmes cannot be carried out in isolation but should be linked up with the programmes of general economic development. Thus, then people may be motivated and will realise that some useful results will follow. Therefore, we must link this up with the basic needs for shelter, food and clothing.



6. Illiteracy of a large section of people also produces unbalanced social structure. So far eliminating illiteracy, Government with its administrative machinery, private agencies of all sorts, semi-government bodies like Municipalities, Gram Panchayats, District Local Boards and the public spirited men and women from all ranks of the community will have to take active part in literacy campaign.

7. For wiping out illiteracy from the country, we have to undertake the following oaths as follows:-

- (i) We shall maintain our literacy,
- (ii) We shall send our daughters and sons to schools regularly,
- (iii) Knowledge is the third eye,
- (iv) Literacy is the ornament of village,
- (v) It is shameful to give thumb impressions and
- (vi) Each one, teach one.

8. For getting 100% literacy in villages, adult education committee should be constituted in every village. The members of it should be- Sarpanch, the Patel, the Presidents of Mahila Mandal and Youth Club, one or two educated men and the Head Master of the school. This committee should conduct a census of all literates and illiterates in the village and arrange for lane-wise suitable places for conducting the classes. The committee should motivate people by drawing their attention towards the evils of illiteracy as they cannot read their relatives' letters, news-papers, name of stations while travelling. This method will work on a psychological plane entrusting the entire responsibility for its success to the



local people.

9. The period of 25 years was laid down in the scheme for eradication of illiteracy in Sargent Report in 1944. After achieving independence, our leaders found this period long and impatiently threw away the report in disgust. Now let us see what our achievements are in this aspect after independence. Our schemers also failed in this aspect. So Government should re-think with this problem and should draw concrete plan and should carry on vigorous campaign for eradicating illiteracy. It should be handled on war-time emergency basis.

10. Our country should take a leaf from the experiences, of other nations who have fought similar problems and achieved success within a short span of time like U.S.S.R., Turkey, etc.

### 3. Village libraries and Circulatory Libraries:

#### Observations:

1. During this decade, there is a significant increase in the number of village libraries from 174 to 386 organised by Education ~~Dept~~ Department. After the inauguration of Development Blocks in this district, 304 such libraries were organised by Blocks. This has reached with <sup>in</sup> seven years. So in this aspect, the better role is played by blocks than Education Department.

2. Looking at the number of villages in this district, each village has not yet the benefit of village library.

3. The growth of circulatory libraries is uneven. In block-areas, this movement has not been popular. Some efforts



here and there were made.

Suggestions:

1. Every village, small or big, has a grocery. In the same way, every village in a welfare state should have a library. The books should reach the villagers as their grocery requirements. Local organisations should be motivated to take the charge of them as they can run libraries with better success than by department.
2. Every librarian should develop reading habits and form reading circles for neo-literates and should persuade the villagers to take the advantage of libraries. By storing the books and by organising the libraries, the purpose of it will not be served.
3. In rural areas, boys and girls leave schools before the age 11, they and the adults newly made literate are likely to ~~xxx~~ relapse into illiteracy. So far preventing them from relapsing into illiteracy, good facilities for reading should be made by which literacy can be kept alive. So more sufficient new libraries should be opened and the old libraries should be properly modernised by introducing books conveying modern knowledge and ideas.
4. In circulatory libraries, there are books for neo-literates. So more circulatory libraries should be provided. ~~xxxxxx~~ Special library period should be kept for social education classes. In block-areas, special emphasis should be laid on providing this facility.
5. After passing the literacy test, the neo-literates



are apt to relapse into illiteracy. For stopping this, suitable literature is needed. In this aspect, some efforts have been made. For this Government should organise more literacy workshops for producing suitable literature for them. The authors should also bear in mind that their audience is of a special category of people whose education is very limited and should produce the reading material from the angle of the intended audience.

4. Youth Clubs:

Observations:

1. After the inauguration of blocks in this district, 430 youth clubs were established in 6 blocks. So 69.4% of the villages have youth clubs in block-areas. So this is some encouraging affair.

2. Regarding the activities, it is observed that most of the activities organised are games, sports and cultural.

Suggestions:

1. Democratic institutions cannot flourish unless the people have a sense of responsibility. So the Social Education organisers should pay more attention to the formation of such clubs and the sound growth of them because they form a social cement that holds together people of diverse ~~origi~~ origins and beliefs and the members learn about social relationship and understand the significance of freedom, cooperative spirit, responsibility and tolerance.

2. The Social Education Organisers should organise youth activities which may consist of partly economic, partly recreational and partly constructive activities of service to



community.

3. Generally a section of youth is more energetic section of the population. They should come forward to take the responsibility in social education work and members of such clubs can share their parts in social and national problems as under:-

- (i) can protect the village from anti social elements,
- (ii) can re-orient new simple unexpensive marriage systems and encourage the people for adopting it and encourage people to invest the amounts saved in National Defence Bonds or contribute in N.D. Fund in this emergency times,
- (iii) can organise better living campaign,
- (iv) can create proper climate for rejecting post-death dinner,
- (v) can oppose cash dowry,
- (vi) should try to put down anti social activities and
- (vii) can help the reconstruction of India.

#### 5. Mahila Mandals:

Observations:

After the inauguration of blocks in this district, 189 mahila mandals were established in block-areas. Thus 30.5% of villages have such mandals. So our achievement in this aspect is not satisfactory.

This movement is not strengthened due to the following expected reasons:-



- (i) lack of lady Social Education organisers,
- (ii) certain rural customs and traditions,
- (iii) low social status of women in rural areas,
- (iv) quarrels among womenfolk,
- (v) caste-systems,
- (vi) low education level of women, and
- (vii) low economic condition.

Suggestions:

1. The lady Social Education organisers and Gram Sevikas should bring about changes in rural women and should motivate them to join such mandals and concrete effort should be made to ~~xxx~~ establish such mandals more in number.

2. To attract women folk to these mandals, the activities should be well planned. The activity which will add to the family income should be included and they should be well organised and other aspects of social education should not be neglected.

6. Farmers' Clubs:

1. After the inauguration of Blocks in this district, 474 farmers' clubs were established in block-areas. So 76.6% of villages have such clubs. This is really an encouraging affair.

2. The farmers of this district are adopting better methods of farming, crop protection measures, using new tools of cultivation, using better seeds and fertilisers. This change in the field of agricultural improvement has taken place among the farmers. So some credit must go to social education which has changed the outlook of farmers and neglected out-dated method of farming and selling the product.





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primary schools as community centres. Since 1959 only 14 such centres were organised in this district. Grants given to such centres are not satisfactory. The maximum grant is Rs.50/- for one centre so it is difficult to organise various social educational activities.

2. After the inauguration of blocks in this district, 390 such centres were organised in block-areas. Some good pacca buildings were also constructed with the help of people in some villages.

3. Totally 404 such centres were organised by both the agencies in this district. This means that 42.7% of villages have such centres.

4. Community centre is born with the new concept of social education. It is observed that these centres fall short of the total pattern of activities. These centres are run to standardised patterns i.e. by serving as cultural and recreational centres, understanding of it, differs from block to block.

#### Suggestions:

1. Education Department should organise more such centres. Adequate grant should be paid for executing the social educational activities.
2. The social education organisers should also organise such centres more in number and see that these centres should be active.
3. Attention should be paid for organising various types of activities as recreational, cultural, social, educational, economic and social service.



4. The Social Education Organisers should see that stereotype activity is not desirable. The various activities organised here should meet the local requirements and should reflect the interest of all age groups of village population. The activities should strengthen the bonds of social relationship, satisfy their emotions and increase the social welfare of the community.

5. A committee of local workers with efficient secretary, should be appointed to look after day-to-day activities.

9. Recreational and Cultural Activities:

1. The initial enthusiasm of Regional Social Education committee in this aspect seems to be declining while in block-areas also initial enthusiasm fades away and there is some slackness in these activities.

2. It is observed that blocks have been more successful in educating the masses in general both culturally and socially through its varied recreational and cultural activities, organised on wider scale than Regional Social education committee, due to the facilities of equipment, money and field workers.

Suggestions:

1. Recreational and cultural programmes should be more organised as they touch the social, cultural and community sphere of life and healthy atmosphere will be created.

2. The Social Education Organisers should organise such programmes by which superstition can fade, custom can change, social systems can evolve satisfactorily to the demand of



new jamana. They should organise those activities which will-influence the minds and emotions of people, satisfy their urges, mirror social and cultural life, foster social cohesiveness, harmony, spirit of fellow being and cooperation and thus social relationship should be maintained. He should also encourage healthy sports and games in villages.

3. The Social Education Organisers should bear in mind that the traditional technique should not be disturbed, local ~~mx~~ musicians, drammers and players of local instruments should be motivated and opportunity should be given to them to exhibit the talent to the villagers.

4. In block-areas, the Social Education organiser is over-burdened with the wide activities of social education. So he is not able to give full justice for arranging film-shows in villages and he is also not a technical man as cinema operator. So it ~~xi~~ is suggested that Government should appoint one technical man for filmshows covering two or three blocks.

5. India is being industrialised rapidly. This is necessary for raising the standards of people in a country of rapidly increasing population. But there is a danger. In quest of bread, money and pleasure, we may forget God, truth and beauty. Our spiritual and cultural values are declining. So Social education workers should take note of this and should see that our cultural, spiritual and moral values should be maintained.



10. Exhibitions:

Observation:

The number of exhibitions organised in block-areas was increasing except in the year 1959-60. So an attempt made in this aspect is satisfactory. Yet it is not so wide spread to the demands.

Suggestions:

1. Exhibitions serve as one of the effective mass media of adult education. So the Social Education organisers should try to organise more exhibitions in rural areas and by that way, can help the local people in understanding the new and better ways of production and living.
2. By organising the exhibitions, the purpose will not be served. The villagers should be persuaded to see it. The cooperation of the community should be utilised. The materials to be exhibited should have reference to local needs. Small educative leaflets should be used for descriptions and guide for explanation should be provided.

11. Radio sets and Radio-listening Groups:

Observation:

After the inauguration of Development blocks in this district, 119 radio sets were installed in block-areas. From 1958-59, this work was done by Rural Broadcasting Department. There were as many radio-listening groups as there were number of radio sets installed. Due to heavy cost, their use has been limited.



Suggestions:

1. Efforts should be made to adopt broadcasts to the living conditions, cultural pattern, social background, language and civilisation of the people concerned otherwise the great voice of radio will fall on deaf ears.
2. The Social Education organisers should see that the sets may not be monopolised by a few persons in villages. Radio listening groups should be well organised. Efforts should be made to invite village people to listen the programmes by making them known before hand. The Social education organisers or the concerned workers should pre-plan the work. After hearing, discussion should be followed. Then only, we can reap the benefits of the radio.

12. Training Camps:

Observation:

After the inauguration of Development Blocks in this district, 170 training camps or shibirs were organised by blocks. In these camps, village leaders are trained.

Suggestion:

The Social Education organisers should organise more such camps for training village leaders for taking the charge of ~~the~~ various ~~work~~ social educational activities. During training, the Social Educationl Organiser should teach them how to keep discussion moving on and to avoid his own views. The leaders should be well grounded in helping the group to carry on disciplined thinking.



13. Celebration of Social Education Day:

Observation:

To popularise the social education movement, December 1, of every year is celebrated as social education Day throughout the district and the country. Many of us don't know about it.

Suggestion:

It is suggested that the social education organisers should try to get cooperation from primary and secondary teachers, field workers and social workers and some intensive programme should be chalked out for arousing consciousness of people towards this national problem and then the well planned programme of that day should be well executed. Efforts should be made to collect more funds.

14. Social Service Activities:

Observation:

Gram Sudhar Saptah, Harijan Saptah, Prohibition week etc. were also celebrated. Several Shramdan Yagnas had been also organised in block-areas.

Suggestions:

1. With a view to training the general masses and adult pupils in the habit of clean living, the social education workers should also organise cleanliness campaign in villages. Chawl or Mohalla cleanliness competition should be organised.
2. The Social education organisers should organise more Shramdan Yagnas and can utilise resource of man-power in re-constructing the nation.

15. Study Tours:



Observation:

After the inauguration of blocks in this district, 22 study tours were organised in block-areas. The effort made in this direction is not satisfactory.

Suggestions:

1. It is quite probable that these tours can have significant importance as the rural people can themselves see the progress made in different projects and understand new things and improved practices in agricultural operations. So personal visit is always better than merely knowing it. So the Social education organisers should try to organise more study tours.
2. The organisers should bear in mind that these tours are useful if they are properly planned and well executed. The places should be visited in advance. Merely sight seeing is a waste of time and energy.

16. Expenditure on Social Education:

1. Expenditure in this district:

Total expenditure on social education by Regional Social Education Committee and Education Department is 1,90,357 rupees while in block-areas, it is 9,06,858 rupees during the decade. So the money spent by blocks is much more than that spent by Regional Social Education Committee and Education Department. This is due to the provision of large funds and varied types of social education activities.

2. From the nation point of view:



Table showing expenditure on Social Education in nation.

Five Year Plans	Allotment for So.Ed.(including both Ministries) Rs. in crores	Allotment for Education Rs.in crores	Percentage of Expenditure on Social Education
First	10	153	6.5
Second	15	256	5.9
Third	25	560	4.5

Total educational expenditures climbed from 153 to 560 crores of rupees, but social educational expenditure of both Ministries shows no appreciable growth. We observe that there is decline in percentage of educational funds spent on social education.

We can infer that it may be due to primary education. Does this mean that local private organisations are expected to do the adult education job? Or will adults be abandoned in their ignorance?

Our Five-Year Plans are moving mountains in the areas of primary, secondary, technical and University education. For this, we are proud and thankful to our leaders but the field of social education which is also an educational movement remains nearly barren. The Government allots a small grant for this important branch of education. The principle of social education was accepted whole heartedly by the Government, but regretfully, enough time was not ripe yet for its materialisation and for allotment of more grants on social education.



3. After Shri Balvantrai's Report, the Five yearly provision for social education in two stages of blocks are as under:-

Rs.70,000 for stage I block

Rs.50,000 for stage II block

Out of this, some amount has been reserved for women's and children's programmes and the rest is divided between literacy, libraries, youth clubs etc. Here the whole amount can be spent within five years. So amount of one year, if not spent, can be spent, in the next by providing it in the budget of that year. Such flexibility has been allowed.

#### Suggestions:

1. Social education which is an important tool for the National Reconstruction, should receive a higher priority in educational development and more funds should be allocated for it by central Government. After independence, India has to face many problems for constructing new democratic India, however some ways and means should be chalked out to remove the difficulties.
2. The state should also provide adequate financial aids to the field of social education.
3. Social education is a basic national problem. So some kind of public fund should be maintained as to serve equally for the good of all people in the community. Public should also help in this.



B. Present Agencies doing social education work  
in Kaira District:

Observations:

1. Educating adults about citizenship, cooperation and democracy is an important aspect of social education. It is observed that in non-block-areas, adults are imparted formal teaching of this by talks and lectures due to lack of field workers. In block-areas this education is imparted through by organising various group activities and by field work by youth and women organisations. So theory is put into practice. So better work in this aspect is done by block agency than Regional Social Education Committee and Education Department.
2. It is observed that work done by Regional Committee through Education Department is generally a formal teaching work only for illiterates. So there is no provision for other section of people like retired persons and old man who find their life dull and boring. In blocks, it is observed that such facilities are provided.
3. After the inauguration of Development Blocks in this district, the social education movement developed in these areas is found to have greater vitality and is proving to be more attractive to the average villager.

Suggestions:

1. Efforts should be made in such a way that social education should touch society at all levels. It should not be related to any particular age or group.
2. Now the scheme of community projects and N.E.s.blocks



has covered the whole district. So attempts should be made to explore its potentialities as largely as possible.

C.                   The personnel of Social Education and their  
                      Training:

a.       Primary School Teachers:

          Observations:

1.       Mostly all social education classes are conducted by primary school teachers in and outside block-areas. It is observed that their academic and general education is not in proportion to the programme of social education. So the number of classes has declined. Due to meagre income, he hardly puts his best in this work.

2.       During the decade, Education Department organised ~~xx~~ 10 training classes for primary teachers for social education classes in the Government Training college at Kathalal. The total number of trainees is 263, while in Blocks, no such regular effort was made. In Nadiad and Mehmedabad blocks, such effort was made for their training.

          Suggestions:

1.       As the primary school teacher is a moulder of the future generation of village community, he should also take the responsibility of educating the adults. He should be humane, sympathetic, kind, intelligent and should do the work with social spirit.

2.       Now the staff of training college is not consisted of specialist. They are not trained in social education aspect as the Social Education organisers are trained.



So it is suggested that the instructors for such training should be taken from the Social Education organisers who are specialised for social education work. Knowledge of psychology and sociology should be ~~imparted~~ imparted to the trainees if social education is to be effectively organised.

1. Assistant Deputy Educational Inspectors:

Observations:

1. As the Regional Social Education committee has no field staff, social education work became an integral part of every Assistant Deputy Educational Inspector in his area. The number of them is not adequate for spreading social education work. The increase in number of them from 30 to 31, is due to increase of schools and inspection work. At the end of the decade, 7 posts remained vacant. The ratio of number of Assistant Deputy Educational Inspectors to the number of primary schools shows no change and remains the same as 1:50 before and at the end of decade. Assistant Deputy Educational Inspectors have also a lot of work-inspection of primary schools and libraries and considerable clerical work. So it is difficult for him to give full justice to social education work. So hardly they can visit social education classes and guide the teachers conducting classes once or twice.
2. At present time, there is no provision for training the Assistant Deputy Educational Inspectors for social education work.



Suggestions:

i. Adequate number of Assistant Deputy <sup>Educational</sup> Inspectors should be appointed for expanding social education work. The Assistant Deputy Educational Inspectors should also work with missionary zeal to attain high percentage of literacy.

2. Special training courses should be organised for the Assistant Deputy Educational Inspectors who will then properly guide the teachers conducting the classes.

c. The village level workers:

ci Gram Sevaks:

Observations:

1. In block-areas, Gram Sevaks are responsible for primary contacts with rural people in the field of social education. It is observed that the number of them in each block is varying because it depends on the number of block units allotted to each block. There is provision of 10 Gram Sevaks per each block unit. At the end of decade, 116 Gram Sevaks were on their jobs.

2. At present, it is observed that Gram Sevak is being required to concentrate more and more on agricultural work and most of his time is spent on this aspect and with the result that his multipurpose character is being rapidly lost and has hardly some time for social education work.

3. All the Gram Sevaks in 6 blocks were trained.

4. In this district, Extension Training centre for training Gram Sevaks was started at Krushi Govidyabhavan, Anand, from 1952. After starting this centre, 721 Gram Sevaks passed in the examination held by the Centre.



Suggestions:

1. The number of Gram Sevaks should be increased or they should be relieved of less important work.
2. Multipurpose character of Gram Sevak should be preserved and he should be required to give justice to the programmes of social education.
3. Gram Sevak has to act as a link between Extension Officers and the people. So the success of programme depends on him. So he should be talkative, tactful, social, large hearted, enthusiastic and should have aptitude for social education work. They should behave as friends and should change people's attitude to education, life, out dated methods of cultivation and hygienic sense etc.
4. During the training period, an attempt should be made to re-orientate the attitude and out-look of the trainees in such a way that they easily adapt themselves with rural environments.

c.ii Gram Sevikas:

Observations:

1. Gram Sevikas mainly work with rural women folk. The number of them in each block is varying, because it depends on the number of block-units in a block. There is provision of 2 for each block-unit in a block. So in the year 1960-61, there were 20 Gram-Sevikas in 6 blocks.



Minimum number of them is 2 while maximum number is 5 in a block. So the number of Gram Sevikas is not adequate. So women's programme has remained weak.

2. There is no training centre for Gram Sevikas in this district. In the year 1960-61, all Gram Sevikas were trained.

Suggestion:

The number of Gram Sevikas should be increased adequately in the staffing pattern of the block.

d. Social Education Organisers:

Observations:

1. At the block level, there is a pair of Social Education organisers for social education- one male and the other female.

2. Male Social Education organiser:

He has to work as a member of team and in his own field of social education with the block development officer as the head of team. In the year 1960-61, there were 6 male social education organisers in 6 blocks.

3. Now the block development officer is almost invariably derived from a department other than education and therefore his understanding of the educational role of the social Education organiser is submerged in his anxiety and the work of the social education organiser is measured according to his own foot-rule. So the work of the social education organiser has been confused.

4. Female Social Education Organiser.

She looks after the Social Educational problems of



women and children. In the year 1960-61, there were 5 female Social Education organisers in 6 blocks.

5. With regard to educational level, it is expected that he should be graduate. In the case of woman, no effort is ~~made~~ made to stick to this qualification. For the intensive type of social education work, it will be easily seen that less than a graduate will hardly be able to do justice to the job.

6. In the case of female social education organiser, it is observed generally that if we employ young women, they get married and leave the programme soon for her future life programme. So due to this difficulty, women's programme remained weak.

7. Out of six male social education organisers all were trained while out of five female social education organisers two were trained. This shows that female social education organisers are either not permanent or not willing to continue their job due to personal reasons like marriage, family etc. After the appointment of social education organiser he or she is sent to one of the training centres for training. After the training, he or she comes back to his or her block. So proper training facility is provided.

#### Suggestions:

1. The social education organiser should study the existing rural problems, suggest measures and help them for combating their problems like diseases, superstition and economic problems. Thus the people should be sensitized to their problems and motivated to solve them through



their own efforts. By solving problems, he will open the minds of the people to education and this motivated education will succeed.

2. The Social Education organisers should have adequate knowledge of the beliefs, customs, prejudices prevalent in the area. He should also keep in his mind the psychology of the rural people and the huge illiteracy among them, social and cultural background of the people. Then only our programme of social education will be sound and effective.

3. Social education is voluntary. Seldom a person is forced to attend. So the workers must be more imaginative for attracting people towards the programme. The workers should find out and recognise the interests of adults, give them that kind of activity and redirect them into other activities of social education like channelisation. They should convince the community that this social education movement is a new battle. The social, cultural and economic development depends on its success.

4. Caste and communal attitude is not yet changed. The social education workers and the social education organisers must be more watchful that ounce of provincialism, communalism, castesism or districtism should not enter in the minds of adults. If they are, they must be replaced by healthier attitudes. So the workers should make adults to realise the follies of past, the dangers of the present and hopes of future.

5. Social education workers and the social education organisers must not mistake that illiterate villagers are



uneducated. Sometimes, they behave better than our young men and women pouring out from our educational factories. What is needed is to initiate them to accept new ideas, to change bad habits, traditions and customs and to eradicate social evils.

6. The field of social education is very wide, so that effort of one or two extension workers are not sufficient in stepping up the programmes and strengthening the foundations of our democracy. All workers- whether officials or non officials, from district level officers to village level workers, the teachers and sarpanchs- must take an active part in this field.

7. In rural backward areas, people seem to use their leisure time in gambling and alcoholism. So the workers should try to save them tactfully. After prohibition, in rural areas, we find many home factories for preparing alcohol. Our sponsors of prohibition have not even imagined it,. So social education workers should try to eradicate it.

8. Social education organisers' training centres are training social education organisers. Now the social education organisers have to deal with men and ideas, individuals and groups. So their training is more important than that of an engineer or a scientist who deals with non-living objects. So during their training, more emphasis should be laid on psychology and sociology.

D. Work load of Social Education Organiser:

According to scheme, there are two social education



organisers in the block- one male and the other female.

The social education organiser is the backbone of social education personnel. He is multipurpose worker receiving training in Agriculture, Animal Husbandry, Public Health, Cooperation and Social Education. He has to play two roles- a special role in the field of social education and integrated role. In the integrated role, he has to help other Extension Officers like Health Officer, Agriculture Officer, Officer of Panchayats and cooperation and to prepare psychological background for their programmes.

In his special role in the field of social education, he has many duties to perform that we saw in previous chapter dealing with the duties of social education organisers. It is observed that average time spent on:-

Field duties- 54% of his job time

Office work - 37% "

Meetings - 09% "

So most of his time is spent on field duties. The span of field duties is also wide. He has tremendous office work also. Moreover he has to attend meetings at block level and district level. He has also to supervise the village level workers, adult teachers and panchayat secretaries.

Female social education organiser has limited work relating to women and children.

It is also observed that there is no division of area of the block between them. So there is unequal division of work between male and female social education organisers.



The male social education organiser is responsible for the whole block. He cannot attend the recreational and cultural activities as overlapping and consecutive activities.

It is also observed that male social education organiser has to make at least 10 night ~~xxx~~ halts while female social education organiser has to make at least 5 night halts per month.

~~He has~~ He has in his charge an average of 103 villages spread over more than 200 square miles.

So the male social education organiser is suppressed by the wide activities of his own work and a team work.

The above mentioned work is humanly impossible to fulfil. So there is workload on the male social education organiser. How can a single man handle all the discussed work ~~alone~~ alone?

#### Suggestion:

It is suggested that there should be two male social education organisers at the block level and the area of the block should be divided amongst them for intensive, efficient and successful programme and the work load will be reduced.

#### E. Objectives of Social Education:

##### Observation:

The objectives of social education are broad based and ~~will~~ require certain modifications.

##### Suggestions:

1. Our societies are changing, so the objectives should also modify with the changing pattern of societies and



changing needs of adults otherwise it becomes a memorial to the social past and not an earnest of better social future. So the objectives should be evaluated from time to time and should change to meet the changing needs of individual and society. They should be related to the conditions and tendencies of a society.

2. Social education should aim more to educational and cultural programmes, to promote better healthy and social being, better understanding and cooperative attitude to national development plans, enlightened democratic citizenship and keener appreciation of moral values and social obligations. This should be the province of social education. If we have only few objectives of social education, we shall effectively prevent the whole effect getting diluted.

F. Administration of Social Education:

a. Central Level:

Observations:

1. We observed that we have diarchy system in social education at the centre. Both, the Ministry of Education and Ministry of Community Development are claiming the baby.

2. At the central level, there is a section of Basic and social education belonging to the Ministry of Education. So it has not yet its own section.



Suggestions:

1. It is suggested that an integrated approach should be considered by appointing a joint committee which shall coordinate the social education work done by both the Ministries.

2. It is suggested that a separate Bureau of social education belonging to the Ministry of Education should be established for furthering and expanding social education in the country.

3. It is also suggested the setting up of central board for social education for the promotion of social education movement.

4. The Union Government should appoint a commission on social education as we had commissions on secondary or University Education.

b. State Level:

Observations:

1. At State level, it is observed that there is a diarchial system in social education. The Education Department continues the work on old lines while the community Projects have taken up with vigour the new aspects of it.

2. It is also observed that Deputy Director has a portfolio of social education with other work. So he is unable to give justice to this national work and to discharge his responsibilities effectively in the entire field of social education. So this work is inhibiting.



Suggestions:

1. It is suggested that the diarchy system of social education should be abolished and effort should be made to bring social education work under one authority and if not possible, it should be brought under one administration.

2. State is suggested to appoint a Deputy Director for Social Education who will supervise, control and guide social education work throughout the state and look after the administration of all aspects of social education.

3. It is also suggested to constitute a state board for social education for expanding the work in the state and it should be affiliated to Indian Adult Education Association.

c. District level:

Observations:

1. The Regional Social Education officer who works as the secretary to the Regional Education Committee, has bulky office work and has to travel extensive area of the region. The number of social education classes is going decreased year by year in this district. Now naturally one man cannot manage all the activities in all the districts. Now this committee has no field staff, so social education work is done by the Assistant Deputy Educational Inspectors in their areas. So the Regional Social Education Officer has to rely on these people. Moreover, they are not under his direct control.

2. It is observed that there is no post of District



Social Education officer at the district level. So there is no coordination of social education work done by both the agencies. So administrative set up at district level is lacking.

Suggestions:

1. It is suggested that Government should appoint District Social Education Officer at district level to bring social education work in a district under one authority. He will act as a ~~an~~ administrative head for the social education work in the concerned district. He will also guide, advise and supervise the work of Social Education ~~off~~ organisers working in a district. He should be under direct control to the Regional Social Education officer.
2. At district level, district development committee should be required to constitute a separate committee for social education. Effort~~s~~ should be made to establish a district social education association for spreading social education in a district.

d. Block Level:

Observation:

The social education organiser who is responsible for the social education in the block, is under the control of block development officer. Now B.D.O. is generally derived from a department other than education so he cannot properly guide the Social education organiser in his work.



Suggestions:

1. The social education organiser under the control of B.D.O. should be allowed to take instruction and guidance in the technical aspects of social education from the District Social Education Officer. The social education organisers should have home in educational department through district social education officer.
2. At block level, a special committee for social education should be set up for spreading it in the block.

General suggestions:

1. It is necessary to bring into existence an integrated administrative machinery for social education from national level to block level because it is lacking.
2. As social education is a mass movement, efficient administration is needed. The task is also beyond their hands so the cooperation of public should be sought in enthusing the people.
3. The content of social education programme:

Observations:

1. The number of social education classes and the adults joining these classes are decreasing. This shows that the content of social education has not attracted enough illiterate adults. The teaching of crafts has remained almost untouched except some verbal discussions here and there.



So the change in the content has remained more in names and the other aspects of the movement have received little or no attention. The comprehensive content of social education is not properly fulfilled. Social education yet generally remained as literacy work in the classes.

2. The pattern of social education programme is found to be stereotyped in blocks. The fundamental feature of social education which is of dynamic nature is lost sight of by our administrators.

3. The duration of class was of 4 months when it was merely a literacy programme. After broadening the content, the duration of the class is the same. Are we able to finish broadbased syllabus of social education in the same period?

4. It is also found that participation of people in social education programmes is not so satisfactory as expected.

#### Suggestions:

1. The content should reflect cultural values of the existing society and its need. It should be flexible and reflect changes of the society to meet the individual and social needs. The scheme of the content should include:-

- 1) Handicraft,
- 2) Sanitation and Health,
- 3) Literacy,
- 4) Village organisation and Social Reconstruction  
and
- 5) Village culture.



Thus this scheme starts with the needs of adults and not literacy. Economics and health are important and literacy should follow then.

2. The pattern of social education programme will have to vary from place to place, section to section and we can also say from block to block. Social education can be inspired by the real needs ~~for~~ for whom it is needed. So it is necessary to find out exactly what these basic needs are before drawing up a programme of it. Social purposes and social norms should be also considered. Detailed inquiries are necessary before drawing up a programme. By implementing programme on them, no fruits will be achieved.

3. The present content and methods of social education should be critically evaluated.

4. Social education programmes should be chalked out in such way that social participation of the community may be obtained in most possible way. There should be one kind of programme for illiterate adults and other kind ~~for~~ for semi literates and literates.

h. Some General Observations and Suggestions:

1. Role of Educational Institutions:

Village schools, high schools, colleges and universities are not properly contributing their parts in the field of social education.

The Village Schools-

(i) The village schools can extend their services to the community and can play an important role in this work.



An imaginative head master must utilise the energy for the uplift of the village. As schools are paid by the community, they should be used by the members of the community. So the schools may serve as community centres for the various social education activities. The school teachers should be the main instruments in making the masses conscious of this new urge.

(ii) The Secondary schools and colleges:

The secondary schools and colleges should make their pupils realise that society offer privilege for their education and they must try to pay back some of their debt to the community. They should induce in the pupils the sense of obligations to the society and various projects should be organised for the uplift of the community. The managing agency of schools should make effort to encourage the utilisation of school facilities for social education programmes provided that such action does not interfere with school work.

Professors and secondary school teachers should introduce the students to its concept before they leave the institutions. They should also induce their pupils to do social education work in villages and at least in removing illiteracy during vacations.

(iii) Universities:

In past universities had been isolated from the community.

Social Education programme is meant for the community. Now university is a community institution. So



it has to play role in this field. Apart from the organization of extension lectures, universities have excluded themselves from this particular activity.

The knowledge of agricultural science and researches should reach the community and the community with their agricultural problem should reach the university. Then and then only the coordination of theory with practice is properly done. So by establishing this two way traffic, the community will become richer and the university will also become living by solving real problems of life.

Our university i.e. Sardar Vallabhbhai Vidyapeeth can also conduct refresher courses for social education workers of the district. University should provide expert and experienced men in psychology, philosophy and sociology. They should help in discussing their difficulties. The workers can exchange ideas and go back to work with renewed interest and ~~have~~ a better understanding of their problems.

2. Gram Panchayats:

They are also not taking interest in this field.

At the end of the second plan, there were 800 Gram Panchayats, ~~in~~ out of 946 villages in this district. Every panchayat can play a vital part in this field by creating enthusiasm among the people. The Sarpanch should take keen interest in this movement and his role can be very fruitful. Every panchayat should constitute a committee for social education. Once the



panchayats take up this task in right earnest, illiteracy in rural India will be a thing of past.

### 3. Audio-Visual Aids:

Audio-visual aids like films, filmstrips, posters, charts, models, radio etc. are used for social education purposes in and outside block-areas. Every block is also provided with cinema equipment and the Social education organiser is in the charge of this. The block also receives materials like charts, graphs, posters and the social education organiser distributes them to villagers through Gram Sevaks.

The person in charge of these aids should be thoroughly acquainted with the techniques of using the projectors, should know the principles underlying the use of these aids, should keep in mind that they are means and not ends.

No wiseman refuses help and no wise social educator ignores these aids. So the educator should choose the aid which is best adopted to his subject, his audience and his circumstances. If educational intention is absent, audio-visual media have no educational value. By showing films and filmstrips, the purpose will not be served. The programme of this should be well planned and well executed. Follow up work should be done. Social educator should not forget that these are all aids which aid his work.

### 4. Role of Voluntary Organisations:

It is true that Government plays an important part in the spread of social education but voluntary organisations



or private agencies can also contribute much to social educational activities. In this district, no such private agency is found doing social education work.

A respond from the people responding to the people—that is voluntary organisation. So it has several advantages over Government agency. So private initiative is always psychologically more efficient than state machinery. It can have much flexibility in its working, can allow full freedom for adopting programmes to changing local situations, can modify the programme according to local circumstances, can select personnel with greater freedom and can use their resources with minimum of restrictions.

So some private agencies and cooperatives should come forward to take the responsibility of social education and utilise their funds for social education as it is a national and community problem.

People should realise that it is the duty for the materially rich to help the materially poor with material food. Similarly it is also a duty for the intellectually rich to help the intellectually poor with knowledge. So voluntary teaching of adults is really now needed.

5. Bureaucratic view: .

As we know that social education deals with the change of attitude of people. But our experience shows that the attitude of our officials is not yet properly changed and is of British period, then how can we expect such changes among the illiterates? So humble ~~xx~~ suggestion.



is made here that the officials should also change their attitudes, outlook, behaviour towards public otherwise our rising democracy will be doomed to failure. Thus the superiors in rank should be friends, philosophers and helpers of the people. They should also bear in mind that they are people's servants and they should be ever ready for people's work.

#### 6. Panchayati Raj:

Panchayati Raj is a remarkable attempt at the devolution of authority to democratic institutions of the people in villages. It is a deliberate attempt to lessen the centralisation and spread of power and authority among people. So this has revolutionary significance. If this scheme has to root, the essential thing is to wipe out illiteracy. The members of panchayats are narrow minded and also there are rivalries among the members. Then how will this Panchayati Raj be successful? The benefits of this revolution can be realised only when the wide spread of social education will be preceded.

#### 7. Urban Areas:

As we know that social education is an integral part of community Development programme and it is a rural development programme. So population living in cities and towns is left out of the influence of social education.

So voluntary organisation or private agencies should take the responsibility of social education



and should set up the ~~xxxx~~council for it.

8. Industrialists:

Indian industrialists complain that our labourers are less efficient than labourers in U.K. or U.S.A. This deficiency is due to lack of education. Major part of the employees are illiterate. So the employers should take steps for their education and training of their operatives. There are, no doubt, a few exceptions, but many have not realised that investment in this education will bring them rich returns. Such expenditure will be a real investment. By educating workers, the efficiency will be increased and so production will be increased.

9. Backward classes:

Backward classes are generally neglected and not properly benefiting the scheme of social education. Inferiority complexes have taken roots in their minds so they do not like to join this scheme. So special efforts should be made for formulating and arranging social education programmes for them. The efforts must be concentrated in winning over their confidence and help them in removing their inferiority complexes.

10. Cooperation:

It is defined as a form of organisation where persons voluntarily associate together as human beings on a basis of equality for the ~~for~~ promotion<sup>of</sup> economic interests for themselves.

Thus it represents a happy mean between the forms of extreme individualism on one hand and socialism



and communism on the other hand.

The cooperatives are social groups having common economic need. In this district, the number of various types of cooperative societies was 1064 at the end of Second Plan. So satisfactory progress has been made in this aspect. We adopted a socialist pattern of society so more emphasis should be laid on the formation of such cooperative societies.

#### I. Conclusion:

The various types of organisations and working of social education in Kaira District have been ~~described~~ described. The latest available informations regarding various types of social education organisations and activities of both the agencies are also narrated. The ~~task~~ task which confronts the social education workers is gigantic as the field of social education is very wide. In the case of illiteracy, we are armed only with a toy gun while we are out to kill an elephant.

The difficulties in the field of social education are many. The workers do not always act with missionary zeal. They also forget that it is not the same thing as schooling imparted and adult is not a learner in the same sense as a child. They are also not conscious of this national building task. The resources at the disposal of our country are limited. Voluntary ~~agencies~~



agencies have not taken to this important task. So social education works under all kinds of handicaps; lack of money, lack of enthusiasm, lack of experienced workers etc.

But no one will deny that if we want to build democracy at its grass-roots and if we want to hasten the pace of national reconstruction, social education can act as a panacea. Social education is concerned itself with the social problems that hinder the process of social change. Social relationship and the methods of production are all in the process of change. Social education is yet a new young movement so it is too early to make exaggerated claims of success. The success of it depends on the measure of insight, the workers and administrators possess. It is true that this movement has many problems to solve. It is very young movement compared to that in Western Countries, yet it promises a ~~xxx~~ bright future for the community.

The Social education movement has come to occupy an integral place in the country's development efforts. The community projects have brought a sense of purpose and joy to the lives of villagers and that social education has played a role in this achievement. The villagers of this district and India are humming with greater activity than ever before. At the time of emergency, we united and stood as one, so we maintained unity and cooperated in the efforts of the country and also contributed our shares in National Defence Fund.



So some credit must go to Social Education movement.

J. Evaluation:

Evaluation is the process of assessing the degree to which activities are achieving the desired results. So evaluation requires clearly stated objectives. The objectives of social education indicate the outcome desired. In social education, the outcome sought usually is change in individual or group behaviour. Unless these desired behaviour changes are known, evaluation is impossible. So it is the nature of objectives that they are never fully achieved. It is, therefore, not possible to measure the achievements of social education in any mathematical term except perhaps in a limited way in the field of literacy. Road building or agricultural scheme can be measured by miles and maunds respectively; but social education cannot be measured by mileage and maunds because it deals with the change of mind, outlook and behaviour of rural people.

Effort, time, energy and money spent are relatively easy to assess but are often misleading. Social education classes opened, community centres established, libraries opened, training camps organised, yuvak mandals, Mahila mandals, farmers' clubs and Bhajan mandals established etc.-these physical facts themselves may not mean much.



As this problem of social education is of survey type, so for the present, considering quantitative progress, it should suffice to remark that both the agencies are doing satisfactory work, whatever it is capable of, in this important field.

Assessment of real behaviour changes in the people is much more important. Changes in attitudes and outlooks, change of minds, citizenship training, leadership development are worthy ends to measure. So impact of social education on rural people is left for research work for further study in this field of social education.

It is hoped that some of the suggestions made, will be given practical shapes for expanding this new movement.







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Vol. X        1958        No. 3  
Vol. X        1958        No. 4  
Vol. XI       1959        No. 1  
Vol. XII      1960        No. 2
2. Indian Adult Education Association, Social Education News Bulletin. (Monthly)  
January, July, September, December- 1958  
January, February, April, June, July- 1959



## Appendices

### APPENDIX I:

The Social Education Organisers' Training Centres in India.

The Social Education Organiser is the backbone of Social Education Personnel. The Ministry of Community Development and Cooperation had organised the following Social Education Organisers' Training Centres for their training:

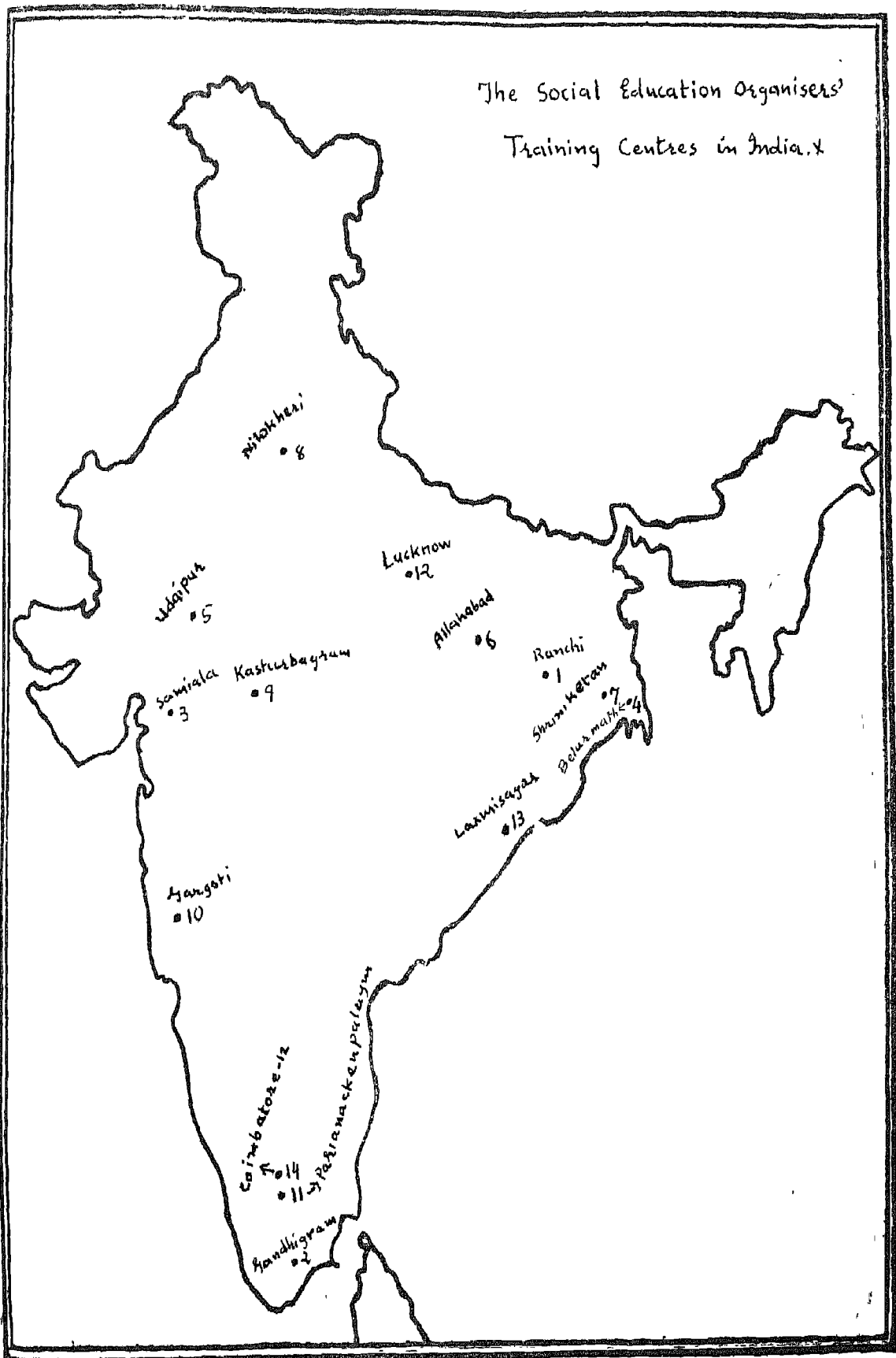
1. Social Education Organisers' Training Centre,  
Ratu Road, Ranchi (Bihar)
2. Social Education Organisers' Training Centre,  
Gandhigram, Dist. Madurai, (Madras)
3. Social Education Organisers' Training Centre,  
Samiala, Near Exroda, (Gujarat)
4. Social Education Organisers' Training Centre,  
Felurmath, Dist. Howrah, (W.Bengal)
5. Social Education Organisers' Training Centre,  
Vidya Bhavan, Udaipur, (Rajasthan)
6. Social Education Organisers' Training Centre,  
Allahabad (U.P.)
7. Social Education Organisers' Training Centre,  
Shriniketan, Dist. Birbhum (W.Bengal)



7. Social Education Organisers' Training Centre,  
Filokheri, (Punjab)
  8. Social Education Organisers' Training Centres  
Jasturbagram, Indore (Madhya Pradesh)
  9. Social Education Organisers' Training Centre,  
Garroti, Dist; Kolhapur, (Maharashtra)
  10. Social Education Organisers' Training Centre,  
Perianackenpalayam, Dist. Coimbatore, (Madras)
  11. Social Education Organisers' Training Centre,  
Bakshi-ka-Talab, Lucknow (U.P.)
  12. Social Education Organisers' Training Centre,  
Baxrisagar, Bhubaneswar (Orissa)
  - ~~13. Mukhya Sevika Training  
Unit~~
  14. Mukhya Sevika Training Unit, Shri Avinashilangam,  
Home Science College, Coimbatore-12, (Madras)
-



# The Social Education Organisers' Training Centres in India.\*



\* The data were supplied by the Ministry of Community Development and Cooperation, New Delhi.



ANNEX-2

Questionnaire and Schedule

Form I. ( To be filled by individual Social Education  
Organiser)

1. Sex or Gender:
2. Married or unmar-  
ried:
3. Your job-time  
spent on: Percentage of your  
job-time spent
  - (a) field duties:
  - (b) office duties:
  - (c) meetings:
4. No. of villages  
in your charge:
5. Population of  
persons in your  
charge:
6. Area of villages  
spread over in  
your charge: \_\_\_\_\_ square miles.
7. Do you take part in village social,  
cultural and recreational activities.  
Please tick (✓) only in one appro-  
priate column.

Never	Occasionally	About 1/2 the time	Usually	Always

8. How many night-halts you make in  
villages for social Education pro-  
grammes in a month?
9. Name of the block:



APL/011-2

Schedule for Interview:

1. What types of physical welfare activities are organised in your block?
  2. What types of activities are organised by youth clubs in your block?
  3. What are the activities of Mahila Mandals?
  4. What are the activities of Farmers' Clubs?
  5. What are the activities organised at Community centres?
  6. How Community Centres are used? (Good, Satisfactory or poor)
  7. What are the purposes of educational camps?
  8. What types of cultural and recreational programmes organised in your block?
  9. In what ways Regional social education committee helps social education work in your block?
  10. What types of filmshows are shown?
  11. How people participate in social education programme?
  12. What kind of difficulties hinder the social education work?
  13. What kind of exhibitions are organised in your block?
  14. What are the activities of Bhajan Mandals?
-



APPENDIX:-3:

Sources contacted.

A. Persons and Places - by visits.

1. District Social Education Officer, Gujarat Regional Social Education Committee, Surat.
2. District Project Officer, District Development Board, Nadiad.
3. Educational Inspector and Deputy Educational Inspector, Nadiad.
4. The Director, Social Education Organisers' Training Centre, Samiala, Near Baroda.
5. The Social Education Organisers- Anand Block, Nadiad Block, Kapadvanj Block, Mehmedabad Block, Thasara Block and Balasinor Block.
6. Gram Sevak Training Centre, Krusi Go Vidyabhavan, Anand.

B. By correspondence:

1. Ministry of Community Development and Co-operation, Government of India, Krishi Bhavan, New Delhi-2.



2. Ministry of Education, Government of India,  
Theatre Communication Barracks, Connaught  
Circus, New Delhi.
  3. The Director of Education, Gujarat State,  
Ahmedabad-16.
  4. Indian Adult Education Association, Shafiq  
Memorial, 17-B, Indraprastha Marg, New Delhi.
  5. The Collector, Kaira District.
-